

A STUDY TO COMPARE COORDINATION PRACTICES  
EMPLOYED BY TEACHER COORDINATORS IN  
DISTRIBUTIVE EDUCATION IN OKLAHOMA  
WITH EXPECTED COORDINATION  
PRACTICES

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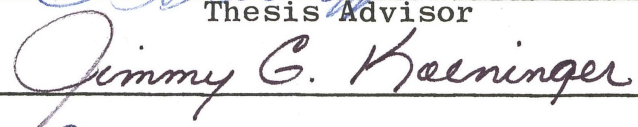
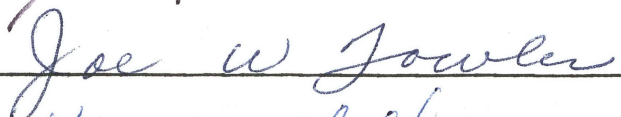
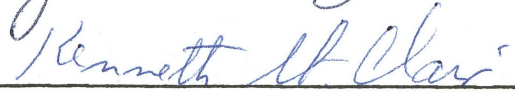

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

Distributive education (DE) has become an integral part of 61 high school and area vocational schools in Oklahoma. Such programs have made a significant contribution toward the training of our present working force. Distributive education was first implemented in Oklahoma's public school systems during the 1937-38 school year. Since that time the scope and purposes of the DE programs have undergone considerable change, but distributive education coordinators at the local school level have had to develop many of their own program guidelines. Distributive education has reached a level which now requires a uniform set of coordination practices, but none is available. Because many teacher-coordinators have developed their own coordination activities, there appears to be major discrepancies in the current coordination practices. This gives rise to several questions.

First, what kinds of activities do DE program experts feel should be used to coordinate distributive education programs in Oklahoma? How frequently should these tasks be performed by the teacher-coordinators? Are the practices allegedly used by DE teacher-coordinators

commensurate with practices which a jury of experts feels should be used to coordinate DE programs? If the two groups' ideas of coordination practices are different, what are the major areas of difference?

Other major questions arise between coordination practices allegedly used by DE teacher-coordinators and practices actually used as reported by the training station sponsors. Do the training station sponsors and DE teachers agree concerning the frequency with which the coordinator currently performs the DE program coordination activities? If not, what are the major areas of disagreement? These are the questions which the researcher attempted to answer in the present study.

### Statement of the Problem

Due to the lack of research and information regarding the procedures to be followed during coordination time, this study was begun to identify a set of expectations and to see if there were similarities among those who participate or benefit from coordination.

### Purpose of Research

The overall purpose of this study was to examine the program coordination activities currently being used by DE program teacher-coordinators in an attempt to develop a more comprehensive and standardized set of coordination

practices to be used in conducting distributive education (DE) programs in Oklahoma.

The method used to evaluate current coordination practices was to compare the frequency with which recommended distributive education (DE) program coordination activities should be performed (as determined by a panel of experts) against the frequency with which the coordination duties were allegedly performed (as stated by the DE teacher-coordinators) and the frequency with which the coordination activities were actually performed (as reported by the training station sponsor). These comparisons allowed the researcher to make suggestions for a more comprehensive set of program coordination activities.

#### Hypotheses Tested in the Study

In order to achieve the purposes of the study, the following null hypotheses were tested for significance at the .05 level of confidence.

- Ho<sub>1</sub> There is no statistically significant difference between the frequency with which a jury of experts believe that DE teacher-coordinators should perform certain duties in directing their DE programs and the frequency with which the DE teacher-coordinators declared they performed these same tasks.
- Ho<sub>2</sub> There is no statistically significant difference between the frequency with which a jury of experts believe that teacher-

coordinators should perform certain duties in coordinating their DE programs and the frequency with which the teacher-coordinators actually performed these tasks as reported by the training station sponsors.

- Ho<sub>3</sub> There is no statistically significant difference between the frequency with which the teacher-coordinators declared they performed certain tasks in coordinating their DE programs and the frequency with which they actually performed these tasks as reported by the training station sponsors.

### Definition of Terms

Several terms are used in the present study which require definitions. The definitions presented are only intended for the present study, and should not be regarded as an attempt to present universal definitions of these terms.

1. Distributive Education Programs: The type of educational program which has been developed for high school students whereby they can attend high school and be gainfully employed at the same time. It is based on the premise that the high school can work in conjunction with local businesses and industries to help high school students develop a skill while receiving a high school diploma. By accepted definition, distributive occupations are those followed by proprietors, managers, or employees engaged primarily in marketing

or merchandising goods or services.

2. Distributive Education Teacher-Coordination:

The high school representatives in the study who were in charge of the distributive education students and the overall DE programs.

3. Distributive Education Students: The high school students who were enrolled in the DE programs involved in the study.

4. Distributive Education Training Stations:

The businesses and industrial sites to which DE students were assigned as part of their training.

5. Training Station Sponsors: The immediate supervisors of the DE students at each of the DE training stations.

### Limitations of the Study

Certain limitations were placed on the present study in order to make it possible. These limits or parameters were concerned primarily with the instruments, DE programs, DE teacher-coordinators, and DE training station sponsors. The stated limitations were as follows.

The information collected from the distributive education teachers-coordinators was limited to the six biographical statements and their ratings of the

thirty-three coordination practices contained on the questionnaire concerning the practices currently being used to coordinate distributive education programs in Oklahoma (Appendix D).

The information collected from the distributive education training station sponsors was limited to their comments and ratings of the thirty-five questionnaire statements contained on the questionnaire concerning the practices currently being used to coordinate the distributive education programs in Oklahoma (Appendix E).

The coordination activities currently used by DE teacher-coordinators to conduct their DE programs are not limited to those contained on the data collection instruments shown in Appendices D and E, but those contained on the questionnaires were considered by the expert judges to be the most important to the DE program.

The population of DE teacher-coordinators was limited to the seventy-one (N=71) participants who were employed by public school systems in Oklahoma during the 1975-76 school year.

The sample of distributive education programs was limited to the fifteen (N=15) randomly chosen from the total population of seventy-one within the state of Oklahoma during the 1975-76 school year.

The sample of DE training station sponsors was limited to the one-hundred fourteen (N=114) which were

stratified randomly chosen from within the fifteen DE programs.



## CHAPTER II

### REVIEW OF LITERATURE

Distributive education is just one of several programs currently being offered that requires as a part of the total program a segment of on-the-job training. The U. S. Office of Education (1948) has specified that in distributive education this training must be limited to jobs which fall within the categories of retailing, wholesaling, manufacturing, storing, transporting, financing and risk bearing, as defined in the 1958 revision of Bulletin No. 1, Administration of Vocational Education. By accepted definition, distributive occupations are those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services.

The definition of a distributive occupation limits the field of training to private enterprise. This being true, only competitive, non-tax supported retail, wholesale, and service-selling businesses qualify as training agencies for DE students. Crawford (1975) suggests that the distributive education cooperative plan is an organizational pattern of instruction which prepares student-trainees for gainful employment in distributive occupations by alternating periods of school-based

instruction with periods of planned distributive occupational experiences in bona fide training agencies. Alternation of classroom work and on-the-job training may be on a half-day, daily, weekly, or monthly basis or in any other regular time period.

Crawford (1975) offers the following definitions concerning distributive education: Coordination in distributive education is the process of organizing, developing and maintaining effective relationships among all groups and individuals involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.

A training sponsor is a person in a business organization who is designated to supervise and train a distributive education student-trainee during the student's on-the-job experience. The sponsor works directly with the distributive education teacher-coordinator.

A training agency (station) is the business establishment where a student-trainee is employed and where he receives on-the-job training under the supervision of the employer and/or training sponsor.

Distributive education teacher-coordinators are members of the local school faculty who teach distributive and related subject matter to students preparing for employment and coordinate classroom instruction with

on-the-job training or with occupationally oriented learning activities of students. They are responsible for the distributive education program in the school. Their responsibilities for adult distributive education may vary.

### Study Rationale

The origin of the distributive education programs came about with the enactment of the George-Deen Act by the 74th Congress and signed into law by President Roosevelt, June 8, 1936. This enactment was a basic extension and clarification of the Smith-Hughes Act of 1917, which approved all vocational education programs but appropriated no funds for commercial education.

One of the recurring amendments to the Smith-Hughes Act authorized an additional \$2,500,000 in 1945 to be used for creation of new programs in distributive education. This act called the George Barden Act caused an upward surge in community and state interest in formally organizing DE programs.

President Kennedy, in his message to Congress in 1961, requested the appointment of a panel to review and make recommendations regarding vocational education. The recommendations of this panel changed the nature of the distributive education programs from a subordinate role to one of equal consideration with all other vocational

programs in attempting to attain the goal that vocational education must respond to individual needs.

The Vocational Education Act of 1963, was the culmination of the recommendations of this panel plus many leaders in Congress, business, industry, and education. A specific distinction of the 1963 Act was the fact that it required an evaluation of program accomplishments every five years.

The Vocational Education Amendments of 1968 mandated specific language which had been implied in the 1963 Act. With this enactment distributive education became the exemplary program for meeting individual needs as it is a prime example of a complete vocational experience from introduction to training to placement of the individual.

With the assistance of federal legislation and the continued support of Congress, business, industry, and education, distributive education will continue to grow as society attempts to maintain a free economy that guarantees the existence of free enterprise.

#### Cooperative Program Coordination

The cooperative method of instruction is formulated to include the expectations of students, employers and teacher-coordinators, who in their own respect are representing different segments of society.

Use of the cooperative method assures that each

training station will be viewed as a learning laboratory in which desired behavioral outcomes may be developed. The team composed of teacher-coordinator, training sponsor, and student trainee plans together so that the educational values in specific job experiences will be perceptible. In other words, insofar as is practical, the focus of on-the-job tasks is on training purposes rather than on the number of variety of tasks that are performed by a paid employee (Marks, 1966).

The first study of cooperative training in retailing was conducted to determine the value of classroom instruction coordinated with on-the-job training (Emick, 1936). The results were significant, indicating more rapid skills acquired and faster advancement of students who had been in cooperative education programs.

#### Coordination and the School

The educational philosophy and objectives of coordination must undergo a constant revision in the minds of teacher-coordinators, who must first be firmly committed to the theory that coordination is an integral part of the total DE program. Crawford (1969) in a study conducted for the U. S. Office of Education outlined the Philosophy of Coordination as follows:

The DE teacher-coordinator will have the ability to analyze philosophical concepts regarding coordination

when he is able to:

1. have a conviction that the teacher-coordinator should build and maintain harmonious relationships among all groups involved in the distributive education program.
2. feel strongly that many youth need supervised occupational experiences as well as correlated instruction in the skills, knowledges and attitudes of their occupations in order to make more intelligent and productive participants in economic life.
3. believe that distributive education should serve the needs of both the individual student and the business community.
4. feel strongly that effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up-to-date.
5. feel strongly that the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.
6. have a conviction that only through regular coordination visits can the program's responsibility to the students and the business community be most effectively discharged (Crawford, 1969, p. 39).

Having fully internalized this philosophy with each of the points in reference to the affective domain, the teacher-coordinator is ready to identify the role coordination will play in the DE program. Crawford (1969) has further identified the objectives of the coordinator's role to be as follows:

1. Recall the purposes of coordination.
2. Demonstrate the ability to critically observe

students at their jobs.

3. Demonstrate the ability to obtain a periodic evaluation of the student's occupational experience.
4. Be sensitive to all signs which may indicate a lack of progress toward the student's goals. These clues may include absences, tardiness, lack of interest, motivation, etc.
5. Have a conviction that, as a training specialist in distribution, he should possess (1) adequate and up-to-date knowledge of his field; (2) the ability to locate sources of information to questions (pp. 36-37).

Because of the unique role demanded by the cooperative program, the function and total responsibility of a teacher-coordinator is perhaps the least understood among their peer group of any of the educational functions. Bewilderment regarding this situation has constantly been expressed from the beginning teacher to the Superintendent and school board members. For this reason it is imperative that each teacher-coordinator adopt a posture of cooperation, visibility, and public relations for their program and the goals and objectives of the program.

Mason and Haines (1973) give excellent guidelines regarding the quality and duties of teacher-coordinators. They suggest that a teacher-coordinator should possess the following characteristics:

1. A teacher who must be among the best.
2. A public relations man who may come in contact

with more important taxpayers and voters than the Superintendent does.

3. A counselor who deals firsthand with educational, social, occupational, and personal problems.
4. A successful employee who knows a trade and the language of the trade and has the employers respect for it.
5. An administrator who keeps reports and records and arranges the schedules of others.
6. An evaluator who engages not only in classroom measurement, but in measurement of students on the job and of the contributions of his program.
7. A planner, organizer, and manager of an instructional system (p. 127).

It is of equal importance that the teacher-coordinator, peer group, administrators, and public be cognizant of the duties and responsibilities outlined above, to achieve success in the program.

The DE teacher-coordinator by virtue of his responsibility for coordinating on-the-job training of students must also assume the position of ambassador for the total school program.

Mason and Haines (1972) felt that the quality of educational programs depends in final measure upon the competence of the personnel involved. This is perhaps more evident in cooperative occupational programs than in most other school endeavors because the teacher-coordinator is a highly visible figure. The coordinator's teachings and other actions are under scrutiny by many publics, and he is continuously being compared with what



many groups believe should be a model.

Jones (1957) found that high school principals believed that coordinator and student contacts with merchants were important factors in improving public relations with the business community.

Teaching, Guidance, Administration, Coordination and Public Relations are the main functions of the coordinator's total responsibility. To organize and articulate these functions to the school and business community; must of necessity be first on the coordinators list of objectives. Meyer, Crawford and Klaurens (1975) state that:

If a teacher coordinator really believes that a student-trainee's job is a crucial step forward in the student's career development, that a student's training plan is a critical element in the successful completion of that step, and that the training sponsor is an effective extension of the school faculty, he will not be comfortable until he achieves a system of articulation and coordination that fits his situation. When a well-articulated and coordinated program of instruction exists, the curriculum becomes interrelated to a high degree. There is important interaction among and between the four main sources of learning--school, job, community, and club. As the teacher-coordinator improves his managerial skills, the cyclical flow of planning, instructional execution, and evaluative feedback from each learning source accelerates and learning productivity increases (p. 32).

## DE Program Coordination and the Local Business

The results of community surveys indicate to the teacher-coordinator the manpower needs within the community and establishes contacts with businesses not previously used as training stations.

Before classwork begins, coordinators must make specific training station selections from among those who have agreed to participate in on-the-job training of students. The student's occupational objectives must be the key determiner of the training station at which he works. A large plus factor of the cooperative programs involves the bringing together of business, industry, and the schools into a joint venture of individual training. This joint project mandates that the careful selection of training stations is of ultimate importance.

The University of Minnesota prepared a Guide For Cooperative Vocational Education (1969), in which the following criterion for selection of training stations were listed:

1. The success of cooperative vocational education depends greatly on the selection of suitable training stations. The term "training station" is used to identify the place of employment.
2. Training stations should have the potential to provide training for occupations that are challenging and worthy of the student's learning time and effort.

3. The policies and practices of the potential training station should be such that the community will approve of their participation in the program. The community will be critical if the participating firms do not have a good reputation.
4. The management and the employees in potential training stations should be committed to the training objective and be willing to plan appropriate training and instruction for students.
5. The on-the-job training content should be matched to the capabilities and interests of students. A student is placed in a training station because of his interest in what is to be taught and because of the potential it offers for his growth.
6. It is essential that the training stations provide training sponsors who are competent in their occupations, who are able and willing to train students and who serve as worthy models for students to emulate.
7. The training stations should furnish work environments which are conducive to good health, to safety, and to the development of job satisfaction in students (p. 69).

The success of many training stations in teaching the objectives set forth in the student's training plan depends to a large degree upon the manager's or training station sponsor's level of expertise concerning the purposes and objectives stated for DE programs. It logically follows that a vital key to the success of students' on-the-job training is directly related to the DE teacher-coordinator's orientation of the training station sponsor regarding the policies and procedures governing distributive education. Meyer, Crawford, and

Klaurens (1975) state:

The selection of the training sponsor is the prerogative of the employer. However, the teacher-coordinator has the responsibility to provide the employer with the criteria of a good training sponsor and to discuss with the employer the functions that the sponsor will perform (p. 187).

Dorr (1962) reviewed a series of case studies to identify weaknesses in DE coordination practices. He found that six of the fourteen case problems related to situations on the job. Two pertained to planned coordination calls and two each to selecting training stations and assigning a training station sponsor.

A number of studies have been completed which involved responses from businessmen regarding different topics. Peifer (1967) asked coordinators and participating employers if students were adequately prepared to perform satisfactorily on the job. The results indicated cooperative programs gave much needed assistance to employing firms in the training area.

Harris (1971) found that Coordinators spent from 10 to 35 percent of their time with the employers discussing such items as; training plans, students' personal problems, career objectives and similar topics directly related to the student.

Kameh (1966) conducted a study in which he administered two questionnaires. One was administered to the personnel directors of sixty businesses to determine

store requirements and what types of training programs were offered by the stores. The second questionnaire was administered to employees to determine their reactions to the store's training programs. Kameh found aptitude tests were administered by over half the stores in screening applicants, a high school diploma was usually required for sales positions and previous sales experience was given special attention during training programs.

Practices that affect the quality of learning can seldom be separated into responsibility areas such as classrooms and training stations. Gradoni (1957) recommended that school officials require written coordination reports because coordination contacts with training station sponsors are an integral part of the cooperative educational process. Gradoni concluded that training station problems could be avoided through a written training agreement. Such a contract would specify that school personnel assist merchants in developing more effective evaluation procedures for student trainees, and that a closer working relationship and support of the merchants would decrease training stations' seasonal employment.

Placement of DE students has traditionally remained the responsibility of the DE teacher-coordinator, but some students enter the program who already have jobs. These students' career objectives must be identified

immediately. Next, the teacher-coordinator should visit with the management under whom the students work to determine if the firm is willing to cooperate in training the student according to their career objectives. If the business is willing to cooperate, a training plan is formulated and the student proceeds.

Samson (1964) formulated some guidelines for placement of students which include the following:

1. Changing student training stations when necessary
2. Obtain training stations through personal visits
3. Direct students to firms interested in cooperative training. Provide the leads to jobs-not the actual job.
4. Ask students to apply to organizations of their interest. More than one should apply for each position.
5. Teacher-coordinator provides employer information about students who apply (p. 117).

The training agreement between the store, student and the coordinator is a requirement if the program is to proceed toward definite objectives. Nelson (1974) summarizes the importance of the training agreement in the following passage:

The training agreement represents a powerful tool for communicating expectations for cooperative training experiences. It is critical to the degree that distributive educators see the necessity for managing the cooperative work experience as an instructional strategy for meeting instructional objectives and program goals.

As a management tool, the training agreement becomes a multi-purpose document. Its values can be categorized as follows:

1. As a planning document, it serves as a vehicle for directing and evaluating student learning experiences.
2. As an information document, it helps employers to appreciate their teaching role and to understand the purposes of distributive education and related cooperative training.
3. As a working document, it improves the efficiency of coordination activities.
4. As a career decision-making document, it builds student satisfaction in fulfilling a prevailing career interest.
5. As a permanent record, it is useful for subsequent placement services and follow-up studies (pp. 35-36).

The training agreement, in practice, may be known as a training memorandum, training plan, or memorandum of understanding. By whatever name, the content over the years has been fairly stable. The agreement part includes statements of fundamental agreements regarding the participation of a student in a work environment. The training plan section includes the identification of specific learning experiences and job tasks to be undertaken at the job site.

Training agreements as they exist today perhaps should be evaluated in light of perceived values and uses. With the emphasis given to performance or behavioral objectives in curriculum development, it would seem

propitious to designate desired outcomes for the cooperative experience generally as well as for specific experiences outlined in the training plan.

Selection of training station sponsors must be left to the management of the firms being considered, but special consideration, preparation, and involvement must also be exercised by the teacher-coordinator. Needless to say the quality of training exerted at the training station will be in direct proportion to the level of interest, technical knowledge, and compatibility of the training station sponsor selected. Experienced educators in distribution such as Meyer, Crawford and Klaurens (1975) state:

Closely related to managements attitude toward training is managements capacity for providing training on the job. Is the potential employer willing to designate a training sponsor for each student-a supervisor or an experienced employee who is capable and willing to give day-by-day instruction to the student trainee?

It goes without saying that the training sponsor should have technical competence in the jobs to be taught. However, it is equally if not more important for them to have the willingness to allot sufficient time and effort to training. They should have the ability to adapt job instruction to the learning style and capabilities of the student. They should be skilled in human relations and be sensitive to the students' needs for recognition, guidance, and direction. The training sponsors' ethics and work habits should serve as models for the students to emulate.

The training sponsors should be willing to work with the teacher-coordinator in planning on-the-job learning experiences and related



classroom instruction and in evaluating student progress (p. 186).

Once the final selection of individual training sponsor has been made, it is the responsibility of the teacher-coordinator to arrange a meeting with this individual to discuss with them the goals and objectives of distributive education and the expectations from each in the cooperative endeavor of student training. The teacher-coordinator must emphasize the vital role on-the-job training plays in this training process and the responsibilities that must be assumed by the training sponsor.

Harms, Stehr and Harris (1972) summarized a checklist of the training sponsor's responsibilities which had been developed by the Richmond Professional Institute (1956):

1. Understand the role of the training program.
2. Know units being studied in the classroom.
3. Know enough about the student-trainee to be able to teach him effectively.
4. Work in partnership with coordinator.
5. Give accurate information about the student-trainee to the coordinator.
6. Take time to be a teacher.
7. Provide learning by doing experiences.
8. Give support to the youth group.
9. Teach specific job competencies.

10. Teach business ethics, responsibility.
11. Teach policies, system, method of training agency.
12. Help student develop judgment and a mature outlook (pp. 6-35).

#### Coordination as a Part of the Curriculum

Curriculum options for students interested in marketing and distribution functions is showing a steady increase in importance when curriculum are being planned. Marks (1974) termed this the "liberation of the distributive instructional program." As innovations progress and research enhances, the validity and reliability of experimental models, this liberation will continue in the search for a better method. Marks expounds this liberation in the following manner:

Typically a distributive employee makes his start and undergoes the testing of his own interests and capabilities in a specific environment. Until he has proven himself in relation to the practices of a given marketing institution, he is not ready to generalize to other types of enterprises. Until he perceives and consciously supports through his job performance all of the functions of marketing in operation around his own work station, he has no real basis for choosing to specialize in any one of these functions.

Students should be provided options representative of a variety of trade groups so that, to the extent practical, each may select a broad specialization and have instructional activities organized around marketing concepts and functions as practiced by a variety of employees in a given industrial classification (pp. 49-51).

A current topic of discussion among the ranks of DE personnel is the feasibility of a uniform curriculum for distributive education programs nation wide. Perhaps the stimulus for such a curriculum was research conducted by Crawford (1975). She conducted several studies for the U. S. Office of Education regarding "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

O'Kelley (1973) defined the distributive education curriculum as "The sum of all subject matter, activities, and methodology required to adequately prepare each learner for marketing and distributive occupations and careers." It is synonymous with the course of study or curriculum guide which defines the sum of all the philosophical, psychological, physiological, societal, and economic requirements of the occupational field, the school and the learner.

Luter (1974) felt that a uniform curriculum would be one which had a consistency and a relevancy which was equivalent to that required by the occupational field for which it was used. Uniformity, used in this context, was defined as identity, order and continuity. It was not intended to imply regimentation, rigidity, or authoritative compulsion.

Lutner identified a five point checklist for curriculum as follows:

1. . . . curriculum is active rather than passive.
2. . . . curriculum will deal more with values and choosing alternatives consistent with today's value system than with making choices out of a teacher-directed and controlled environment.
3. . . . curriculum begins where students are at their point-of-entry into the program.
4. . . . from the pupil's point-of-entry, the curriculum must move him into new areas of ideas, concepts, concerns, and awareness and allow for his complete involvement in the learning process.
5. . . . the curriculum is never tied to a single reference, textbook course outline, or daily planning sheet (p. 19).

Several benefits are derived by the student, the school and the community when cooperative programs are part of the school's curriculum. Mills (1964) showed that students participating in cooperative programs had a greater tendency to finish high school than those not in such programs.

Knouse (1962) studied the college preparation of teacher-coordinators. From his study, Knouse concluded that: "More emphasis should be placed on experience in coordinating activities and in practice-teaching programs including greater opportunity to work directly with merchants. Knouse further concluded that teacher educators apparently feel that coordinating of activities is one of the most important factors in the success of a cooperative parttime training program. Lack of poise,

lack of confidence, and the inability to speak the businessman's language may be the result of insufficient coordinating contacts with businessmen during the coordinator-teacher's training period.

Sampson (1964) conducted a study to determine effective and ineffective behaviors of high school distributive education teacher-coordinators and employment training sponsors. The instrument used was designed to report "critical incidents" they had observed which related to effective performance among distributive education coordinators whom they had known. The information was classified to produce a list of 77 effective and 50 ineffective critical behaviors.

Bush (1967), in a study of personal characteristics of teacher-coordinators, recommended that improvements of techniques in teaching and coordinating be obtained through professional involvement and in-service education programs.

The growing trend to view curriculum as a means of achieving desired behavioral changes rather than indoctrinating learners causes the flexibility provided through cooperative programs to be a vital link in the students' education.

In a review of case studies regarding weaknesses in coordination practices, Dorr (1962) found that in some instances there was a failure to make maximum use of

training opportunities afforded by the retail classroom laboratory. Dorr concluded that this was caused by the teacher-coordinator not being qualified to make use of this equipment or, the teacher-coordinator felt it is too much trouble to work from the laboratory setting. Whichever the case, a much closer look must be taken into the laboratory furnishings that most programs possess. Even though the school system, as a general rule, has very little invested in the equipment and materials; they must be taken from the closets and attics and put to the use for which they were intended. It is only in this manner that the true meaning of the hands-on approach can be attained.

Since Warmke (1960) found that eighty percent of the distributive education leaders in the United States thought that the distributive education classroom should have a model store unit and since the federal government supported these findings to the extent of providing funds for the purchase of model units; it therefore seems appropriate that some type of uniform curriculum for distributive education be implemented which would include more extensive use of the laboratory setting. Through this means of curriculum construction the school system would become an extension of the business community.

### Current Developments

How does the DE teacher-coordinator effectively perform the expected practices of coordination and legitimately merge these practices into the total distributive education program? No amount of coordination, youth activities, or classroom lectures applied along has been able to meet the objectives of a total DE program. The solution has and continues to reside with the philosophies and determination of those elected as teacher-coordinators.

As research into DE programs continues and the results of this research are used to upgrade curriculum, many changes are destined to happen.

Funding of DE programs at the state and national level has been on the increase for several years. Funding has also increased for separate allowances, supplies, and equipment. All of this has caused a closer coordination among the leaders in the field to re-define and revise objectives for the future. Movement toward a uniform curriculum has received wide recognition, youth activities are on the increase, greater numbers of businessmen are being contacted and are giving support both as training sponsors and advisory committee members. Community and school attention is continuously being directed to the fact that over fifty percent of the available jobs in the

future will be in some phase of marketing and distribution. Through this type of awareness program the assets of the cooperative programs are being expounded. Business and industry are accepting the challenges of re-orienting to a training philosophy which includes student trainees and are willing to accept this as a part of their contribution to society. Students' needs are being met more often since they enter a job of their interest and attain an employable skill by the time they have completed high school. In the final analysis, however, society as a whole will be the major benefactor of distributive education programs since a democratic society is dependent upon a continuation of the free enterprise system.



## CHAPTER III

### METHODOLOGY

A jury of four (N=4) expert judges assisted the researcher in developing a taxonomy of DE program coordination practices. Eight areas of coordination activities were identified. The experts also helped state and rank-order the activities which distributive education (DE) teacher-coordinators should use in directing their programs. The Delphi Method was used to reduce the original number of suggested coordination activities from 105 to a final number of 33. These suggested coordination activities were developed into a questionnaire which was used as the data collection instrument.

The jury of four (N=4) experts were asked to indicate the frequency with which each coordination activity should be conducted. Seventy-one (N=71) DE teacher-coordinators were asked to indicate the type of coordination activities they were currently using and the frequency with which they conducted each activity (Declared frequencies). One hundred (N=100) training station sponsors from fifteen randomly-selected DE programs were asked to indicate the type of activities conducted and the frequency with which each was performed (Actual frequencies).

## Pre-Survey Procedures

The first area of methods and procedures was the pre-survey procedures. Details of the pre-survey procedures are presented in the following sections.

### Choice of Research Design

The first pre-survey procedure was to choose the proper research design for the conduct of the study. The words "research design" are intended to mean the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control external sources of variation. The Plan is the overall scheme or program of the evaluation problem; the Structure is the more specific structure or paradigm of the actual manipulation of the independent variables being controlled; and the Strategy as used here is even more specific than the structure--it is the actual methods to be used in the gathering and analysis of the data.

A research design serves two basic purposes: (1) it provides answers to research questions posed by the investigator, and (2) it controls external sources (independent variables) of variation. In other words it is through the design of a study that research is made effective and interpretable. Kerlinger makes the

following statement in regard to research and evaluation designs:

How does design accomplish this? Research designs set up the framework for 'adequate' tests of the relations among variables. The design tells us, in a sense, what observations (measurements) to make, how to make them, and how to analyze the quantitative representations (data) of the observations. Strictly speaking, design does not 'tell' us precisely what to do, but rather suggests the directions of observation-making and analysis, how many observations should be made, and which variables (independent variables) are active variables and which are assigned. We can then act to manipulate (control) the active variables and to dichotomize or trichotomize or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate (proper for the particular situation) design outlines possible conclusions to be drawn from the statistical analysis (pp. 196-197) (Parentheses material added).

The research design chosen for the present study was a multiple-sample quasi-experimental design preceded by the stratified random sampling of participants from finite populations. A paradigm of this research design is presented in Figure 1.

#### Selection of a Jury of Experts

A jury of experts was selected to assist in several aspects of the study. Primarily, the duties of the jury of experts were as follows:

1. Assisted the researcher in identifying the primary coordination activities which should

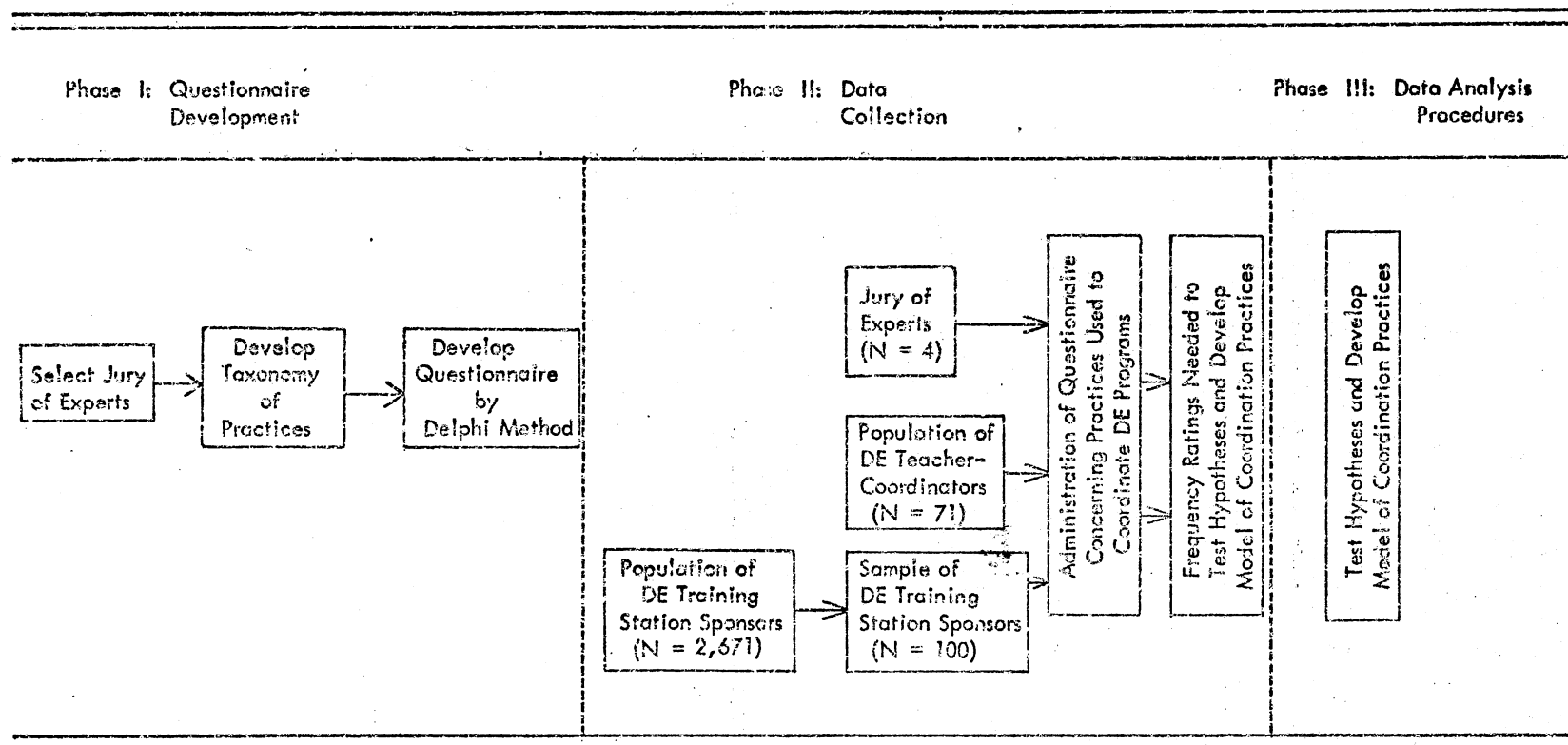


Figure 1. Outline of Research Design Used in the Study.

- be practiced by DE teacher-coordinators and assisted in categorizing these activities.
2. Assisted the researcher in developing the research questionnaire by making importance ratings of the various coordination activities. The jury of experts also made suggestions concerning the addition, deletion, and combining of questionnaire items.
  3. Provided one aspect of the research data by responding to the same questionnaire which was administered to the DE teacher-coordinators.
  4. Assisted the researcher in formulating the final set of guidelines to be recommended for use by DE teacher-coordinators in directing their programs at the local level.

The jury of experts played an important part and were carefully selected. The four experts selected for the study were as follows:

Ted Best: State Supervisor of Distributive Education

Tom Friedemann: Assistant State Supervisor of Distributive Education

Jim Koeninger: Distributive Education Teacher-Educator at Oklahoma State University

J. W. Weatherford: Distributive Education Teacher-Educator at Central State University

### Selection of DE Teacher-Coordiators

The focal point of the present study was the distributive education teacher-coordinators working in Oklahoma's Public School Systems. Therefore, it was necessary to include these participants in the study. At the time of the study (1975-76 academic year) there were seventy-one (N=71) DE teacher-coordinators within the state. The entire population of DE teacher-coordinators was included in the study, and all completed the survey questionnaire included in the appendices.

### Selection of DE Training Station Sponsors

A third group was selected to participate in the study. This group was composed of the distributive education training station sponsors, the business and professional persons who were employing the DE students at the time the study was conducted.

A sample of fifteen (N=15) distributive education programs was randomly selected from the total population of sixty-one programs within the state. The programs within the state and the forty-one sponsoring institutions are presented in Figure 2.

Approximately twenty percent (20%) of the DE training station sponsors were selected from each of the

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 LOCATION OF OKLAHOMA SCHOOLS WITH DE PROGRAMS
 

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- |   |   |                                      |
|---|---|--------------------------------------|
| 1. Ada Public School                      | 24. Moore Public School   | 7. Memorial High                     |
| 2. Altus Public School                    | 25. Muskogee Public School  | 8. Nathan Hale High                  |
| 3. Anadarko Public School                 | 1. Muskogee High  | 9. Washington High                   |
| 4. Ardmore Public School                  | 2. Oklahoma School for Blind*   | 10. Will Rogers High                 |
| 5. Bartlesville Public School             | 26. Norman Public School  | 39. Vinita Public School             |
| 1. College High                           | 27. Northeast Oklahoma Area Vo-Tech School Campuses at Altus, and Pryor | 40. Wayne                            |
| 2. Sooner High                            | 28. Oklahoma City Public School   | 1. Mid-America Area Vo-Tech School** |
| 6. Bixby Public School                    | 1. Capitol Hill High  | 41. Yukon Public School*             |
| 7. Broken Arrow Public School             | 2. John Marshall High   |                                      |
| 8. Burns Flat Public School               | 3. Northwest Classen High   |                                      |
| 1. Western Oklahoma Area Vo-Tech School** | 4. Southeast High   |                                      |
| 9. Cheateau Public School                 | 5. U. S. Grant High*  |                                      |
| 10. Clinton Public School                 | 6. Western Heights High   |                                      |
| 11. Del City Public School*               | 29. Ponca City Public School*   |                                      |
| 12. Drumright Public School*              | 30. Poteau  |                                      |
| 1. Central Tech Area Vo-Tech School**     | 1. Kiamichi Area Vo-Tech School**                                       |                                      |
| 13. Duncan Public School                  | 31. Putnam City Public School*  |                                      |
| 14. Durant Public School                  | 32. Putnam City West Public School                                      |                                      |
| 15. Edmond Public School                  | 33. Sapulpa Public School   |                                      |
| 16. Enid Public School                    | 34. Shawnee Public School   |                                      |
| 17. Guthrie Public School                 | 1. Shawnee High   |                                      |
| 18. Hollis Public School                  | 2. Gordon Cooper Area Vo-Tech School**                                  |                                      |
| 19. Jenks Public School                   | 35. Stillwater Public School  |                                      |
| 20. Lawton Public School                  | 36. Taft Public School  |                                      |
| 1. Eisenhower High                        | 1. Moten High   |                                      |
| 2. Lawton High                            | 37. Tahlequah Public School   |                                      |
| 3. Great Plains Area Vo-Tech School**     | 38. Tulsa Public School   |                                      |
| 21. Lindsay Public School                 | 1. Central High   |                                      |
| 22. McAlester Public School               | 2. Daniel Webster High  |                                      |
| 23. Midwest City Public School            | 3. East Central High  |                                      |
| 1. Carl Albert High                       | 4. Edison High  |                                      |
| 2. Midwest City High                      | 5. Mason High   |                                      |
|   | 6. McLain High  |                                      |

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 \* Indicates Schools with Two (2) Teacher-Coordinators

 \*\* Not part of the Public School System, but a DE Program is Offered by the Institution
 

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Figure 2. The Educational Institutions in Oklahoma Which Sponsor a Distributive Education Program as Part of Their Curricula.

fifteen programs. The researcher wanted one-hundred participants in the sponsors' population, but one-hundred fourteen (N=114) were selected in the original sampling. This was to allow for subject attrition. The final number included in the data analysis was one-hundred (N=100) chosen by random selection of alphabetized students' names.

#### Development of the Data Collection Instrument/Questionnaire

Perhaps the most time consuming and difficult part of the preliminary procedures was the development of a questionnaire which was later administered to three groups of participants. This involved stating and classifying the types of coordination activities which the DE teacher-coordinators should be performing, and ranking of these activities as to their importance in the DE Program, and the arrangement of the final items on the research questionnaires.

#### Development of Activities and a Taxonomy

It was necessary to identify the coordination practices which DE teacher-coordinators should use when directing their DE Programs. This was accomplished by having the jury of experts develop a set of categories and list the most important activities under each category.



The major areas of coordination activities established by the jury of experts is shown in Figure 3.

### First Group Coordination Activities

The jury of experts' responses to the initial inquiry resulted in one-hundred five (N=105) well defined activity statements. These statements were resubmitted to the jury of experts, and they were asked to give an importance rating to each. The instrument sent to the jury of experts is presented in Appendix A. This was the initial step of the Delphi Technique (Helmer, 1952), a procedure used to determine the most important coordination activities and achieve some degree of validity with the final questionnaire. The Delphi Technique is explained in the following section.

### The Technique Used to Gain Expert Opinions Concerning Coordination Activities

The method chosen for rank-ordering the importance of the coordination activities was the Delphi Technique (Helmer, 1952). The Delphi Technique was developed at the Rand Corporation to obtain group opinions about urgent defense problems.

The Technique, which is built on the strength of informed intuitive judgment, is intended to get experts' opinions without bringing the experts together in a

Taxonomic Categories Of Coordination Practices	Number of Questionnaire Items Included in the Category
I. Assessment of Manpower Needs and Potential work stations . . . . .	one
II. Orientation of Training Station Sponsors . . . . .	eight
III. Development and Implementation of the student's work program . . . . .	seven
IV. Record Keeping . . . . .	three
V. Utilization of sponsors' expertise and/or Training Aids . . . . .	three
VI. Visitation and Communication Procedures . . . . .	five
VII. Sponsor Recognition and Reinforcement . . . . .	one
VIII. Evaluation Procedures . . . . .	seven

Figure 3. Coordination Areas Included in the Questionnaire Items.

face-to-face confrontation. Contact is generally made with the experts through successive questionnaires and feedback with each round of questions being designed to produce more carefully considered group opinions.

Pfeiffer (1968) summarized the steps to be used as follows:

1. The first questionnaire may call for a list of opinions involving experienced judgment, say a list of predictions or recommended activities.
2. On the second round each expert receives a copy of the list, and is asked to rate or evaluate each item by some such criterion as importance, probability of success, and so on.
3. The third questionnaire includes the list and the ratings, indicates the consensus if any, and in effect asks the experts either to revise their opinions or else to specify their reasons for remaining outside the consensus.
4. The fourth questionnaire includes list, ratings, the consensus and minority opinions. It provides a final chance for the revision of opinions (pp. 152-157).

The steps suggested in the Delphi Technique were followed in the present study. The general consensus among the jury of experts was acquired through having the experts make their second and ensuing ratings after having been informed of the other experts' ratings. Further, each respondent was given the opportunity to defend any ratings dissimilar to the average ratings. The information supplied on the second

and ensuing questionnaires is shown in Figure 4.

### Second Rating Set of Coordination

#### Statements

The experts' first ratings of the coordination statements caused many to be eliminated from the list. However, in most cases, statements which were considered insignificant were simply combined with other statements. The elimination and combining of statements resulted in a total of seventy-three (N=73) statements being included on the second questionnaire. This questionnaire (shown in Appendix B) was resubmitted to the jury of experts for their consideration.

### Third Rating of the Coordination

#### Activities

The experts' second ratings of the coordination activities resulted in the elimination of some statements and the combining of others. This resulted in a total of fifty-one (N=51) statements. These statements were submitted to the jury of experts for a third (final) rating. A copy of the instrument is presented in Appendix C.

### Final Questionnaire

The experts' third ratings and comments concerning

(1)	(2)	(3)	(4)	(5)
New or Combined Questionnaire Statement	Previous Ratings of Questionnaire Statement	Consensus Estimate (previous ratings)	New Rating	Reason new estimate is above or below average rating

Figure 4. Response Categories and Information Supplied to Participants on Second and Ensuing Administrations of the Questionnaire.

the coordination activities resulted in the elimination of even more statements and the recruiting and combining of others. A total of thirty-three ( $N=33$ ) statements resulted from the Delphi Technique being applied to the 105 original statements. These statements were further developed into the final data collection instruments shown in Appendices D and E. The questionnaire shown in Appendix D was administered to the jury of four experts and the seventy-one DE teacher-coordinators, while the instrument shown in Appendix E was administered to the sample of one-hundred ( $N=100$ ) DE training station sponsors.

### Survey Procedures

The survey procedures involved the actual collection of data from the three groups of participants. These procedures began with the DE teacher-coordinators.

#### Surveying the DE Teacher-Coordinators

The first participants to respond to the questionnaire were the DE teacher-coordinators. This group of individuals completed the instrument during a time when they had assembled for a State-wide meeting.

Directions for completing the questionnaire, in addition

to those contained on the first page of the instrument, stressed the following points:

1. Respondents were to indicate the frequency with which they were currently performing the activities indicated, and NOT the frequency with which they believed the activity should be performed.
2. Respondents were NOT to give their names since this was not intended to be an evaluation of the DE teacher-coordinators' performance.

All DE teacher-coordinators completed the questionnaires.

#### Surveying the DE Training Station

##### Supervisors

The second group to respond to the questionnaire was the DE training station sponsors. The questionnaire administered to this group was somewhat different than that administered to the DE teacher-coordinators. The training station sponsors were asked to compare DE students' performance with the job performance of other students and they were asked to make any comments or suggestions which they felt would improve the DE teacher-coordinator's performance.

Four research assistants were employed to conduct the interviews and collect the data from the DE training station sponsors. These research assistants were given preliminary training as well as a standard set of

directions to be read to the sponsors. Each research assistant was then assigned a certain number of supervisors and asked to complete the data collection procedures by a given date. Data collection began on January 31, 1976 and was completed on April 16, 1976.

### Surveying the Distributive Education

#### Jury of Experts

The final group to complete the questionnaire was the jury of experts. These four individuals completed questionnaires which were the same as those completed by the DE teacher-coordinators. This group completed the questionnaires during the month of March, 1976.

### Data Analysis

Questionnaire data were analyzed by comparing the average ratings made by the experts (Expected frequency), coordinators (Declared frequencies), and training station sponsors (Actual frequencies). Average ratings for each questionnaire item were determined by multiplying the number of frequencies at each continuum point, summing the products, and dividing by the number of ratings made.

This resulted in an average (mean) value for each



questionnaire item. In addition, frequency responses were treated as grouped data and a standard deviation (S) was computed for each questionnaire item.

A one-way analysis of variance was the testing statistic chosen to compare the responses made by the three groups of participants (Hays, 1973).

#### Presentation Procedures

In order to facilitate the orderly presentation of the results, it was necessary to group the questionnaire items into taxonomic categories established during the development of the questionnaire. The eight general categories and the number of questionnaire items in each are shown in Figure 3.

## CHAPTER IV

### RESULTS OF DATA ANALYSIS

Frequency ratings of DE program coordination activities made by one-hundred seventy-five (N=175) DE teacher-coordinators, training station sponsors, and a jury of experts were analyzed to determine the amount of discrepancy among the three groups' ratings. A group of four (N=4) DE program experts made expected ratings (Expected); the seventy-one (N=71) DE teacher-coordinators completed the same instrument which yielded the (Declared frequencies); and one-hundred (N=100) training station sponsors responded to a slightly different questionnaire to supply the (Actual frequencies). The DE coordination activities were divided into eight categories to determine possible areas of major discrepancy. The frequency with which certain coordination activities were expected to be performed (Expected frequencies) were compared with the frequency with which the DE teacher-coordinators said they were currently performing these activities (Declared frequencies) and the frequency with which the training station sponsors said

the activities were actually being performed (Actual frequencies).

Three general null hypotheses were tested for significance at the .05 level. These hypotheses were concerned with differences among the three groups' frequency ratings.

This Chapter contains the results of all statistical analysis. The Chapter begins with preliminary analysis, which is followed by comparisons among the three groups' frequency ratings according to the taxonomic categories. Ancillary findings are also presented, as well as a summary of all results.

#### Area I: Preliminary Needs Assessment

This first step in establishing a DE program is the assessment of local manpower needs and potential training stations. The DE teacher-coordinator is responsible for conducting such an assessment on a yearly basis. Experts and coordinators were asked to indicate the frequency with which needs assessment activities were performed, while sponsors were asked if the needs assessment occurred on an annual basis. Comparisons were made among their responses to the first questionnaire item. Sponsors made no ratings of the individual sub-areas of question number one, but they did make ratings

of the overall question. The average ratings and results of the comparison are shown in Table I. These results show that the declared and expected frequency with which community-wide needs assessments are conducted were significantly higher than the actual frequencies with which this activity occurred. It is significant to note that 31.5 percent of the training station sponsors indicated that they had never taken part in a community-wide survey or needs assessment.

#### Area II: Orientation of Training

##### Station Sponsors

The second phase of program coordination involves the orientation of training station sponsors. The DE coordinator is supposed to meet with the sponsor and; (1) explain the purposes and goals of the DE program, (2) explain the sponsor's role and responsibilities, and (3) explain the criteria which make a business a desirable training station.

Eight questionnaire items were related to the orientation of training station sponsors. The three groups' ratings on each question are presented in Table II, along with the statistical results of each comparison.

The results presented in Table II show that the Expected and Declared frequencies with which certain activities are conducted while orienting the training

**TABLE I**  
**COMPARISON OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED TO**  
**CONDUCTING AN ANNUAL SURVEY OF THE COMMUNITY**

Essence of Questionnaire Item	Expected Frequencies Average Rating	Coordinators' Average Rating	Sponsors' Average Rating	ANOVA Results
Conducting an annual survey of the community.				
1. Identify potential DE training stations.	$\bar{X} = 5.00$	$\bar{X} = 3.912$	---	
2. Identify Local manpower needs.	$\bar{X} = 4.25$	$\bar{X} = 3.104$	---	
3. Identify prospective students currently employed.	$\bar{X} = 3.66$	$\bar{X} = 3.444$	---	
4. Secure training aids for classroom instruction.	$\bar{X} = 3.50$	$\bar{X} = 3.472$	---	
	$\bar{X} = 4.103$	$\bar{X} = 4.260$	$\bar{X} = 2.113$	$F = 6.442; p < .01$

TABLE II  
COMPARISONS OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED  
TO THE ORIENTATION OF TRAINING STATION SPONSORS

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. Explanation of the DE Program's purposes and goals before the student is hired.	$\bar{X} = 5.000$	$\bar{X} = 4.617$	$\bar{X} = 1.744$	$F = 8.620: p < .001$
2. Explanation of the Sponsors' responsibilities to them prior to the placement of students.	$\bar{X} = 4.750$	$\bar{X} = 4.113$	$\bar{X} = 1.520$	$F = 6.430: p < .01$
3. Explanation of criteria which make a business a desirable training station.	$\bar{X} = 4.821$	$\bar{X} = 4.591$	$\bar{X} = 1.129$	$F = 7.205: p < .001$
1. Willingness to help with on-the-job planning and instruction	$\bar{X} = 5.000$	$\bar{X} = 4.397$	$\bar{X} = 1.031$	-----
2. Willingness to conform to wage and hour regulations	$\bar{X} = 4.000$	$\bar{X} = 4.048$	$\bar{X} = 1.226$	-----
3. Willingness to provide both legal and ethical employment	$\bar{X} = 4.750$	$\bar{X} = 4.321$	$\bar{X} = 1.055$	-----
4. Willingness to provide continuous job opportunities	$\bar{X} = 5.000$	$\bar{X} = 4.258$	$\bar{X} = 1.202$	-----
5. Willingness to provide adequate supervision	-----	-----	$\bar{X} = 1.112$	-----
6. Willingness to help DE students develop a variety of skills	$\bar{X} = 5.000$	$\bar{X} = 4.406$	$\bar{X} = 1.145$	-----
4. Agreement as to the student's work schedule and learning opportunities.	$\bar{X} = 4.750$	$\bar{X} = 3.819$	$\bar{X} = 1.053$	$F = 5.021: p < .01$
5. Identification and explanation of Sponsor's areas of training responsibility.	$\bar{X} = 4.250$	$\bar{X} = 2.817$	$\bar{X} = 1.021$	$F = 4.883: p < .01$
6. Discussion of training station sponsor's assignments	$\bar{X} = 4.500$	$\bar{X} = 3.354$	$\bar{X} = 1.092$	$F = 5.731: p < .01$
7. Completion of the Personal Rating Chart (DE Form 19) for each student's employee.	$\bar{X} = 5.000$	$\bar{X} = 4.239$	$\bar{X} = 1.023$	$F = 9.627: p < .001$
8. Delivery of DE Program materials to the sponsors when the business is designated as a training station.	$\bar{X} = 3.750$	$\bar{X} = 4.220$	$\bar{X} = 2.001$	$F = 3.916: p < .05$

station sponsors were significantly higher than the Actual frequencies with which these activities occurred. The experts' and coordinators' frequency ratings were in the range of Nearly Always (5) to Frequently (4). Sponsors' frequency ratings were in the range from Hardly Ever (1) to Seldom (2). It should be noted that an average of thirty-five percent (35%) of the sponsors indicated that they had never been contacted by a Distributive Education coordinator concerning their duties and responsibilities.

### Area III: Development and Implementation of the Student's Work Program

Another important aspect of the DE program is the development and implementation of the student's work program. The work program is developed in accordance with the student's interests, abilities, and career objectives. The coordinator usually develops the student's training plan in conjunction with the training station sponsor, who, in turn, approves the training plan and helps conduct the training activities. Special efforts are made to assign students to jobs which are commensurate with their career goals and objectives.

Seven questionnaire items were related to the development and implementation of the student's work program. The experts', coordinators', and sponsors' ratings on each

question are presented in Table III. This Table also includes the average ratings and results of all statistical comparisons.

The results presented in Table III show that there were significant discrepancies among the three groups' ratings on each questionnaire item. Frequency ratings made by the experts (Expected) and coordinators (Declared) were significantly higher than frequency ratings made by the sponsors (Actual). Over forty percent (40.8%) of the sponsors indicated that they had never been asked to help in planning a work program for their DE student employee.

#### Area IV: Record Keeping

The DE teacher-coordinator is required to keep accurate records in such areas as the students' work programs, visits to training stations, and students' progress. One form, the Memorandum of Training Plan (DE form 11), must be supplied to the training station sponsors if the student's work program is to be completed.

Three questionnaire items were related to keeping records of the Memorandum of Training Plan (DE Form 11) and maintaining records of the visits made to training stations. The three groups' ratings of these procedures are presented in Table IV.

Results presented in Table IV show that there were significant discrepancies among the three groups'



TABLE III

COMPARISONS OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED TO THE  
DEVELOPMENT AND IMPLEMENTATION OF THE STUDENT'S WORK PROGRAM

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. Development of a Training plan commensurate with the student's career objectives.	$\bar{X} = 5.000$	$\bar{X} = 3.443$	$\bar{X} = 1.006$	$F = 6.213: p < .01$
2. Obtaining the sponsor's approval of the student's training plan.	$\bar{X} = 4.500$	$\bar{X} = 3.928$	$\bar{X} = 1.113$	$F = 4.269: p < .05$
3. Modification of the training plan as the student's goals and needs change.	$\bar{X} = 4.500$	$\bar{X} = 3.290$	$\bar{X} = 1.213$	$F = 5.196: p < .01$
4. Use of visitation information to help students improve their work performance.	$\bar{X} = 4.750$	$\bar{X} = 4.696$	$\bar{X} = 1.143$	$F = 8.234: p < .01$
5. Prescription of certain activities and materials to help students improve their performance and level of competency.	$\bar{X} = 5.000$	$\bar{X} = 4.058$	$\bar{X} = 1.245$	$F = 7.253: p < .01$
6. Assignment of students to training stations that are commensurate with their career goals and objectives.	$\bar{X} = 5.000$	$\bar{X} = 4.691$	$\bar{X} = 1.432$	$F = 8.305: p < .01$
7. Assignment of students to jobs which are commensurate with their career goals and objectives.	$\bar{X} = 4.750$	$\bar{X} = 4.530$	$\bar{X} = 1.803$	$F = 7.860: p < .01$

TABLE IV  
COMPARISONS OF THE THREE GROUPS' RATINGS OF  
QUESTIONS RELATED TO RECORD KEEPING

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. The <u>Memorandum of Training Plan</u> (DE Form 11) for the Coordinator's files.	$\bar{X} = 5.000$	$\bar{X} = 4.100$	$\bar{X} = 1.006$	$F = 8.113: p < .01$
2. Providing a copy of the <u>Memorandum of Training Plan</u> (DE Form 11) for the Sponsor's files.	$\bar{X} = 5.000$	$\bar{X} = 4.094$	$\bar{X} = 1.235$	$F = 9.154: p < .01$
3. Maintaining records of the visits made to the training stations.	$\bar{X} = 4.750$	$\bar{X} = 3.912$	$\bar{X} = 1.711$	$F = 6.049: p < .01$

frequency ratings. The Expected and Declared frequency ratings were significantly higher than the Actual frequency ratings. Twenty-four percent (24%) of the sponsors indicated that they had never heard of a Memorandum of Training Plan, and sixty-seven percent (67%) indicated that they had no such records on file.

#### Area V: Utilization of Sponsors' Expertise and Training Aids

A significant part of Distributive Education students' training is based on their association with the training station sponsors and utilization of their experience, knowledge, and training aids to supplement the usual educational procedures. Business sponsors frequently donate or loan equipment, merchandise, space, and materials to be used as training aids. These same sponsors serve on advisory committees, give free lectures, serve as judges in competitive events, and aid DE student organizations in different ways.

Three questionnaire items were related to the utilization of the sponsors' expertise and training aids. The three groups' frequency ratings of each question are presented in Table V.

The results presented in Table V show that there were significant differences among the ratings made on each question. In each instance, the Expected and

TABLE V

COMPARISONS OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED TO THE UTILIZATION  
OF TRAINING STATION SPONSORS' EXPERTISE AND TRAINING AIDS

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. Soliciting the Training Station Sponsor's assistance promoting the DE Program.	$\bar{X} = 4.500$	$\bar{X} = 4.500$	$\bar{X} = 1.617$	$F = 6.822: p < .01$
2. Securing information and suggestions from the training station sponsors to supplement classroom materials.	$\bar{X} = 4.250$	$\bar{X} = 4.343$	$\bar{X} = 1.135$	$F = 7.106: p < .01$
3. Soliciting the training station sponsors' assistance in different ways.	$\bar{X} = 3.970$	$\bar{X} = 3.928$	$\bar{X} = 1.144$	$F = 4.195: p < .05$
1. Advisory Committee participation	$\bar{X} = 4.330$	$\bar{X} = 4.073$	$\bar{X} = 1.235$	-----
2. Furnish books, literature and other materials	$\bar{X} = 4.000$	$\bar{X} = 3.755$	$\bar{X} = 1.206$	-----
3. Equipment and fixtures	$\bar{X} = 3.750$	$\bar{X} = 3.229$	$\bar{X} = 1.292$	-----
4. Loan merchandise for display and/ or sales demonstrations	$\bar{X} = 3.750$	$\bar{X} = 4.422$	$\bar{X} = 1.075$	-----
5. Participate in competitive event judging	$\bar{X} = 3.750$	$\bar{X} = 3.243$	$\bar{X} = 1.033$	-----
6. Aid student organization activities	$\bar{X} = 4.250$	$\bar{X} = 3.350$	$\bar{X} = 1.022$	-----
7. Community promotion	$\bar{X} = 4.000$	$\bar{X} = 4.160$	$\bar{X} = 1.950$	-----

Declared frequency ratings were significantly higher than the Actual frequency ratings. Of particular importance was the fact that nearly half (49.2%) of the sponsors had never been asked to provide training aids or serve the DE program in any other way except to employ students.

Area VI: Visitation and Business Communication Procedures

Part of the DE coordinator's responsibilities is to visit each training station and monitor the student's progress. Training station sponsors are asked to assist in student evaluations by completing a Personal Rating Chart (DE Form 19), and by discussing with the coordinator the student's work habits, attitude, efficiency, innovativeness, and punctuality.

It is equally important that the coordinator develop and maintain a good working relationship with each business which acts as a training station. This usually involves several visits to the business to talk with the training station sponsor.

Five questionnaire items were related to the area of visitation and business communication procedures. The three groups' frequency ratings of each questionnaire item are presented in Table VI, along with the statistical results of all comparisons made.

The results presented in Table VI show that the

TABLE VI  
COMPARISONS OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED TO  
VISITATION AND BUSINESS COMMUNICATION PROCEDURES

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. Visits to training stations to discuss each student's progress.	$\bar{X} = 5.000$	$\bar{X} = 4.657$	$\bar{X} = 1.273$	$F = 8.210; p < .01$
2. Frequency of visits to training stations	$\bar{X} = 5.000$	$\bar{X} = 4.440$	$\bar{X} = 1.022$	$F = 9.276; p < .01$
1. Once per week	0%	5%	0%	-----
2. Twice per month	75%	11%	6%	-----
3. Once per month	0%	20%	5%	-----
4. Twice per grading period	25%	35%	15%	-----
5. Once per semester	0%	21%	17%	-----
3. Procedure for distributing and collecting DE Form 19:	$\bar{X} = 5.000$	$\bar{X} = 3.926$	$\bar{X} = 1.106$	$F = 6.773; p < .01$
1. Coordinator distributes and collects	100%	41%	7%	-----
2. Mail out and collect	0%	10%	10%	-----
3. Mail out and mail back	0%	6%	27%	-----
4. Send and return by student	0%	11%	21%	-----
5. Coordinator distributes, sponsor mails back	0%	17%	6%	-----
4. Coordinator discusses the firm's integrity with the training station sponsor.	$\bar{X} = 4.250$	$\bar{X} = 4.716$	$\bar{X} = 1.031$	$F = 7.229; p < .01$
5. Development and maintenance of a good rapport with the training station sponsors.	$\bar{X} = 5.000$	$\bar{X} = 4.848$	$\bar{X} = 0.912$	$F = 8.223; p < .01$

coordinators seldom visited the training stations to discuss the student's progress. Forty-six percent (46%) of the sponsors had never seen the teacher-coordinator.

Most experts expected coordinators to visit training stations twice per month. On the other hand, most coordinators declared that they visited training stations twice per school grading period, but over half of the sponsors (57%) stated that they had never been visited by the teacher-coordinator.

#### Area VII: Methods Used to Reward Training Station Sponsors

Public recognition of training station sponsors' participation in the Distributive Education Program is generally recognized as an essential part of the training process. Such recognition can be in the form of personal expressions of appreciation, annual employer/employee banquets, awards breakfasts, public notices of appreciation, or annual certificates of appreciation. However, coordinators are not limited to these recognition activities, and may utilize any other means they find to be effective.

One questionnaire item was related to the recognition and reward of training station sponsors. A comparison of the three groups' ratings of the suggested activities is presented in Table VII.

TABLE VII  
COMPARISONS OF THE THREE GROUPS' RESPONSES TO THE METHODS USED  
TO RECOGNIZE AND REWARD TRAINING STATION SPONSORS

Method of Recognizing Training Station Sponsors	(Experts) Expected Frequency of use	(Coordinators) Declared Frequency of use	(Sponsors) Actual Frequency of use	Analysis of Variance Results
1. Personal expressions of appreciation.	$\bar{X} = 5.000$	$\bar{X} = 4.786$	$\bar{X} = 1.233$	$F = 8.213: p < .01$
2. Employer/Employee Banquet	$\bar{X} = 5.000$	$\bar{X} = 4.766$	$\bar{X} = 1.404$	$F = 7.202: p < .01$
3. Special Awards Breakfast	$\bar{X} = 4.000$	$\bar{X} = 3.063$	$\bar{X} = 1.171$	$F = 4.371: p < .05$
4. Published articles	$\bar{X} = 3.000$	$\bar{X} = 3.968$	$\bar{X} = 0.492$	$F = 5.869: p < .01$
5. Certificates of appreciation	$\bar{X} = 4.250$	$\bar{X} = 4.166$	$\bar{X} = 1.213$	$F = 5.667: p < .01$



The data presented in Table VII shows that there were major differences among the three groups' frequency ratings of the activities suggested for recognizing training station sponsors. The four distributive education experts felt that coordinators should give personal expressions of appreciation, hold employer/employee banquets, have a special awards breakfast, and issue annual certificates of appreciation. Coordinators declared that they conducted these activities on a regular and frequent basis, but sponsors' responses were significantly different. Twenty-four percent (24%) of the sponsors had been invited to an employer/employee banquet and twenty-five percent (25%) had received some other type of recognition, but fifty-one percent (51%) had received no recognition at all. Differences among the three groups' frequency ratings were significant beyond the .05 level.

#### Area VIII: Evaluation of Students and Training Station Sponsors

Evaluation is a significant part of the DE program. Coordinators are asked to conduct periodic evaluations of the training station sponsors' efforts, and sponsors and coordinators make regular assessments of each student's progress.

Four questionnaire items are related to this

evaluation process. The three groups' frequency ratings of the evaluation procedures are presented in Table VIII.

The data presented in Table VIII show significant differences among the average frequency ratings. Frequency ratings made by the experts and coordinators were much higher than the frequency ratings made by the sponsors. Fifty-five percent (55%) of the sponsors had no knowledge of ever having their efforts evaluated, and thirty-six percent (36%) had never made a formal evaluation of their DE student employees.

#### Summary of Comparisons

The results of comparing the three groups' frequency ratings yielded a significant F value on each questionnaire item. Since the results of the overall analysis of variance tests were significant, pair-wise post hoc comparisons were made among the three groups' mean frequency ratings (Hays, 1973). The statistic chosen for making these comparisons was Tukey's Honestly Significant Difference (HSD) Test (Tukey, 1949). The HSD Test was used to make the following comparisons: (1) Experts- Coordinators, (2) Experts-Sponsors, and (3) Coordinators-Sponsors.

The results of making the pair-wise comparisons among the mean ratings of each questionnaire item are presented in Tables XII through XLV in the Appendices. The overall

TABLE VIII

COMPARISONS OF THE THREE GROUPS' RATINGS OF QUESTIONS RELATED TO  
THE EVALUATION OF STUDENTS AND TRAINING STATION SPONSORS

Essence of Questionnaire Item	(Experts) Expected Frequencies Average Rating	(Coordinators) Declared Frequencies Average Rating	(Sponsors) Actual Frequencies Average Rating	Analysis of Variance Results
1. Periodic evaluations of training station sponsors' efforts	$\bar{X} = 4.250$	$\bar{X} = 3.638$	$\bar{X} = 2.235$	$F = 3.162: p < .05$
2. Review of students' progress	$\bar{X} = 4.250$	$\bar{X} = 3.221$	$\bar{X} = 1.740$	$F = 4.114: p < .05$
3. Completion of personal rating chart for student	$\bar{X} = 5.000$	$\bar{X} = 4.848$	$\bar{X} = 1.017$	$F = 8.237: p < .01$
4. Evaluation of DE students' attitude.	$\bar{X} = 4.500$	$\bar{X} = 4.618$	$\bar{X} = 2.370$	$F = 4.299: p < .05$

results showed that the experts and coordinators made significantly higher frequency ratings than the sponsors. The mean frequency ratings made by each group are shown graphically in Figure 5.

The amount of distance between the groups' mean frequency ratings is obvious in Figure 5. It may be seen that the experts made the highest frequency ratings on all questionnaire items except items numbered 25, 27, and 29. In those instances, the coordinators made the highest ratings.

### Additional Findings

Some of the data could not be effectively analyzed through the regular analysis procedures. At the same time these data made a significant contribution to the overall results of the study. Additional findings are presented in the following sections.

#### Criteria Used in Selecting DE Training Stations

One area of additional findings was concerned with the criteria used in selecting businesses as DE training stations. The four experts and the DE teacher-coordinators made ratings of the five selection criteria, but the training station sponsors answered a different type question. Responses could not be analyzed in the usual

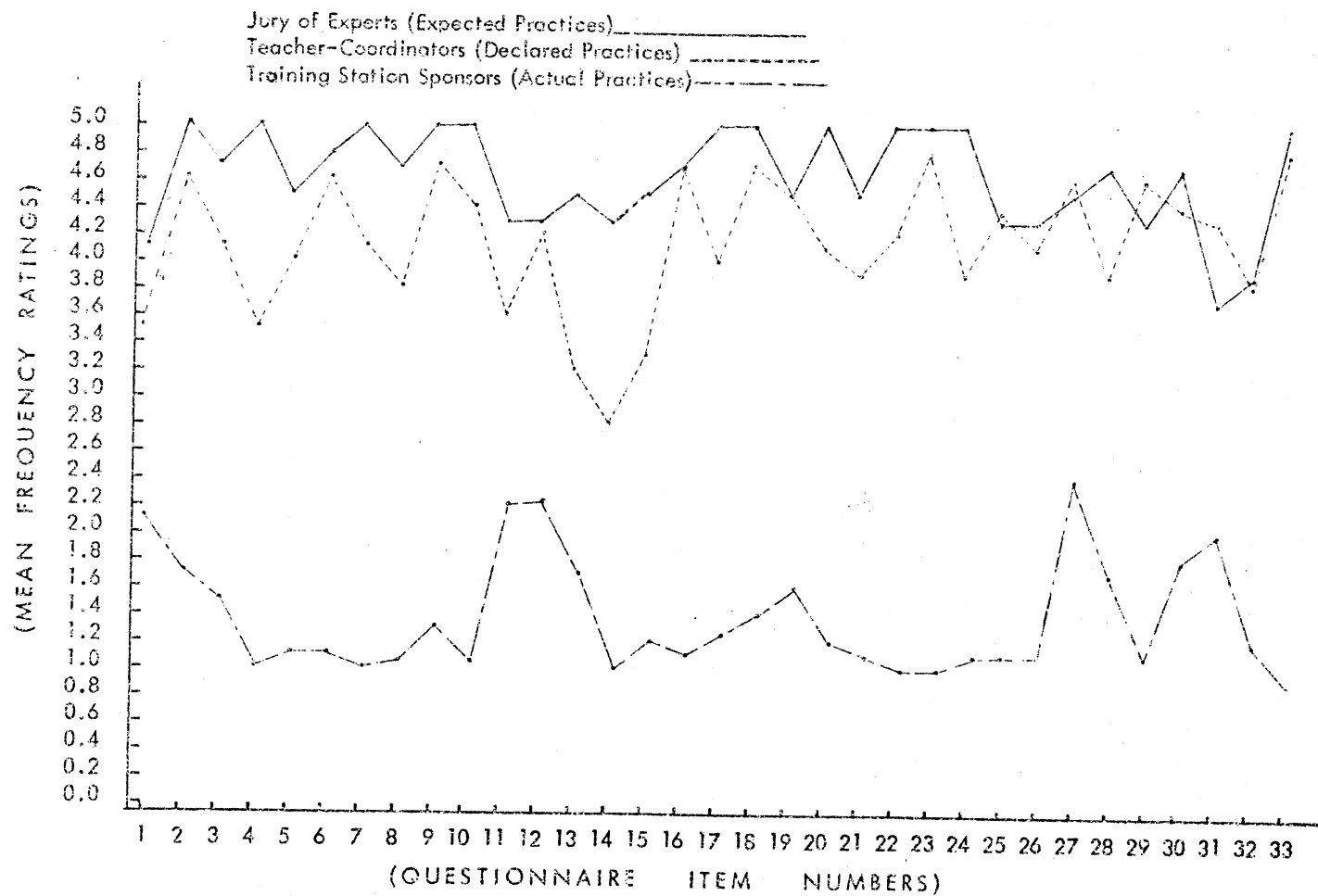


Figure 5. Illustration of the Mean Frequency Ratings Made by the Three Groups of Participants on Each Questionnaire Item.

manner, since only two groups made criterion ratings. Mean ratings of each criterion are presented in Table IX, along with the results of comparing the two groups' frequency ratings.

The data presented in Table IX indicate that there was not a significant difference between the frequency with which certain criteria should be considered when selecting DE training stations and the frequency with which these criteria were used by the teacher-coordinators.

#### Evaluation of DE students' Job Performance

The training station sponsors were asked to compare DE students' job performance with non-DE students employed in the same or similar positions. Seventy-four (N=74) responded to the questionnaire item, while the remaining number of sponsors had no chance to compare or chose not to respond. The distribution of responses to the questionnaire the questionnaire item are presented in Table X.

The data presented in Table X indicate that the training station sponsors feel that the DE students are significantly better workers than their non-DE counterparts. However, many of the training station sponsors had not had an opportunity to compare on-the-job performances of DE and non-DE students.

TABLE IX  
COMPARISONS OF THE EXPERTS' AND TEACHER-COORINDATORS' RATINGS  
OF THE CRITERIA USED IN SELECTING DE TRAINING STATIONS

Criteria Used to Evaluate Businesses as DE Training Stations	(Experts) Expected Frequency Rating	(Coordinators) Declared Frequency Rating	t-Value
1. Ability to provide experiences outlined by the <u>Memorandum of Training Plan</u>	$\bar{X} = 5.000$	$\bar{X} = 3.500$	$t = 2.07: p < .05$
2. Attitude toward young people	$\bar{X} = 3.660$	$\bar{X} = 4.456$	$t = 1.027: p > .05$
3. Convenience of work schedules provided	$\bar{X} = 4.500$	$\bar{X} = 3.760$	$t = 1.213: p > .05$
4. Willingness to cooperate	$\bar{X} = 4.750$	$\bar{X} = 4.508$	$t = 0.917: p > .05$
5. Past success at training DE students	$\bar{X} = 4.500$	$\bar{X} = 4.612$	$t = 0.237: p > .05$

TABLE X  
 TRAINING STATION SPONSORS' EVALUATION OF  
 DE STUDENTS' JOB PERFORMANCE

Questionnaire Rating Choices	Number of Respondents	Percent of Respondents
1. DE students' performance is superior to non-DE students' performance	59	79.73%
2. DE students' performance is inferior to non-DE students' performance	6	8.11%
3. No difference exists between DE and non-DE students' performance	9	12.16%
TOTALS . . . .	74	100.00%



Training Station Sponsors' Suggestions  
for Program Improvement

Questionnaires completed by the training station sponsors were somewhat different than those completed by the experts and coordinators. In addition to the usual questionnaire items, sponsors were asked to make suggestions which they felt would enhance the quality of the Distributive Education Program. While some made no comments, approximately seventy percent (70%) did make suggestions. These suggestions are summarized in Table XI.

Eighty-three percent (83%) of the sponsors' comments and suggestions were related to more on-site visits from coordinators or more communication between coordinators and sponsors. Most training station sponsors felt that the concept behind the DE programs was basically sound, but they made no special effort to train student employees because of a lack of communication with the local DE coordinator.

Nine percent (9%) of the sponsors felt they needed more explanation of their role, and five percent (5%) felt that DE students needed more help and support from the DE teacher-coordinator. All other suggestions comprised only three percent (3%) of the total number.

TABLE XI

DISTRIBUTION OF SUGGESTIONS MADE BY TRAINING STATIONS FOR  
IMPROVING THE DISTRIBUTIVE EDUCATION PROGRAM

Suggestions Made	Percent of Suggestions Made
1. More on site visits from and communication with coordinators	83%
2. More explanation about the sponsor's role	9%
3. More help for students	5%
4. All other comments	3%

### Summary of Results

The results of comparing the experts', teacher-coordinators', and sponsors' frequency ratings of DE coordination practices showed that the frequency with which coordination activities were actually performed was significantly less than the frequency with which these activities were expected to be performed or the frequency with which they were declared to have been performed by the DE teacher-coordinators.

Additional findings yielded much useful information. Most sponsors felt that DE students were better employees than non-DE students, but some had no opportunity to make a comparison. Suggestions for improving the DE program were largely asking for more communication and cooperation between the sponsors and teacher-coordinators.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RESEARCH IMPLICATIONS AND RECOMMENDATIONS FOR DE PROGRAMS

The overall purpose of this study was to examine the program coordination activities currently being used by DE program teacher-coordinators in an attempt to develop a more comprehensive and standardized set of coordination practices to be used in conducting DE programs.

The method used to evaluate current coordination practices was to compare the frequency with which recommended distributive education (DE) program coordination activities should be performed (as determined by a panel of experts) against the frequency with which the coordination duties were allegedly performed (as stated by the DE teacher-coordinators) and the frequency with which the coordination activities were actually performed (as reported by the training station sponsor).

A jury of four (N=4) expert judges assisted the researcher in developing a taxonomy of DE program coordination practices. Eight areas of coordination activities were identified: (1) needs assessment procedures, (2) orientation of training station sponsors, (3) development

and implementation of the students' work program (4) record keeping, (5) utilization of sponsors' expertise and/or training aids, (6) visitation and communication procedures, (7) recognition and reinforcement of sponsors, and (8) evaluation procedures. The experts also helped state and rank-order the activities which distributive education (DE) teacher-coordinators should use in directing their programs.

The Delphi Method was used to reduce the original number of suggested coordination activities from 105 to a final number of 33. The final suggested coordination activities were developed into a questionnaire which was later used as the data collection instrument.

The jury of four (N=4) experts were asked to indicate the frequency with which each coordination activity should be conducted. Their responses were the "Expected" frequencies.

Oklahoma's seventy-one (N=71) DE teacher-coordinators were asked to indicate the type of coordination activities they were currently using and the frequency with which they conducted each activity. These responses were regarded as the "Declared" frequencies.

A sample of one-hundred (N=100) training station sponsors from fifteen randomly-selected DE programs were asked to indicate the type of coordination activities conducted at their business and the frequency with which

each was conducted. Training station sponsors ratings were regarded as the "Actual" frequencies.

Mean ratings were calculated from the frequency ratings of each questionnaire item, and the three groups' mean values were compared by using a one-way analysis of variance (ANOVA) testing statistic. Three general null hypotheses were tested for significance at the .05 level.

Results of the study showed that many of the suggested DE program coordination practices are ignored by teacher-coordinators.

The results of comparing the experts', teacher-coordinators', and sponsors' frequency ratings of DE coordination practices showed that the frequency with which coordination activities were actually performed was significantly less than the frequency with which these activities were expected to be performed or the frequency with which they were alleged to have been performed by the DE teacher-coordinators.

Additional findings yielded much useful information. Most sponsors felt that DE students were better employees than non-DE students, but some had no opportunity to make a comparison. Suggestions for improving the DE program were largely asking for more communication and cooperation between the sponsors and teacher-coordinators.

## Conclusions

The findings of this researcher herein concluded, clearly indicate distinctive needs in one phase of the distributive education programs in Oklahoma.

Recognizing that program coordination, as stated in the Oklahoma State plan for distributive education, comprised one third of a coordinators' total responsibility, it is significant to conclude that a concentrated effort must be initiated by the State staff for distributive education and the teacher-coordinators to establish minimal guidelines acceptable for coordination of DE programs. Redefine syllabi for instruction of those seeking certification, in distributive education which would include a much heavier emphasis upon the coordination function.

Coordination is the showplace and reinforcement for all DE programs, it can be the strongest asset for a healthy program or the weakest link.

Students are normally adaptable enough to recover if they are short changed in the coordination function but, business persons, as indicated by this study, tend to evaluate the students, the program, the teacher and many times the total school system by the contacts they have with representatives of the school.

Current teacher-coordinators must accept the

responsibility of helping to concretely define coordination practices that should be accomplished and encouraging the adoption of these suggestions into the formal state plan for distributive education.

### Recommendations

Several recommendations are presented as a result of the study. These recommendations, which are intended to improve the coordination practices in Oklahoma's DE programs are as follows:

1. The DE teacher-coordinator should list the same of each student, place of employment, address of employment, telephone number of employer, name of supervisor or store manager on DE Form 3.

2. Anytime a student changes employment a revision form listing the information in (1) above must be submitted to the Oklahoma State Department of Education DE division within two weeks following the change.

3. A statewide study should be made contacting the employers of each DE student asking questions similar to the current study about their knowledge and participation in the DE program.

4. An annual questionnaire should be designed to solicit training station sponsor suggestions regarding improvements and/or changes in the DE program. This should



be a statewide study administered from the State office for curriculum revision.

5. Current materials taught at the Higher Education level regarding coordination should be revised in view of the results indicated by this study.

6. A study identifying and defining DE coordination practices on a national scale would help to draw current DE leaders' opinions closer together toward a more unified curriculum design.

7. According to the majority of business people interviewed in the present study, more time and more frequent visits to the training stations are viewed as a necessity by those responding to the survey.

8. Former DE students serving as training station sponsors should be identified and individually recognized locally, state wide and from the national office.

9. A more vigorous approach stressing the three segments of a total DE program; classwork, on-the-job training, and DECA organization, must be taken by teacher-educators, identifying the importance of each segment and giving assurances that each phase is of equal importance to the other segments.

10. Summer seminars, workshops, and conferences should include synopsis of current studies in the field reviewed and given by teacher-coordinators.

11. Occupational survey results in the fall should be submitted to the State Vocational Education Office for compilation, publication and dissemination back to the local communities and statewide as evidence of the attempt at meeting manpower needs.

12. A complete review of printed materials supplied from the state DE office must be activated to determine what is relevant and being used, in the effort to eliminate outdated supplies that eat heavily in terms of printing costs, into underfinanced budgets.

#### Recommendations for Further Research

It is evident from this study that coordination practices within a state are so varied that a study on a national level, measuring only the coordination practices, may prove exceedingly enlightening and could perhaps contribute to a more unified curriculum.

Research which would include questionnaires to current DE students may provide even greater revelations in terms of meeting student needs.

School administrator opinions could be solicited, which would give greater latitude to a comprehensive study.

A study of DE administrative personnel nation wide regarding the "Expected Practices" of coordination would give some evidence regarding similarity or

diverseness being used in teacher training programs.  
From this a comprehensive sample could be gleaned for  
adoption in materials being used as texts in teacher  
training.

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APPENDIX A

ORIGINAL STATEMENTS OF DE PROGRAM

COORDINATION ACTIVITIES



#### COORDINATION ACTIVITIES OF OKLAHOMA HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS

The attached list of questions relating to coordination activities of the DE programs in Oklahoma have been composed to ask your opinion regarding what should be done with and during the time allotted for contact with the businessmen/women of the community.

It is understood that all the important functions and questions have not been included in these materials. It would be vitally helpful if a question is worded incorrectly - for you to correct it according to your opinion, in the space available below each question. If you have additional questions that should be added, space is provided on the last page for these additions and their rating.

For calculation purposes, numbers have been used in order that the most important questions will accumulate the highest numerical rating. As a comparison the numerical rating would go somewhat as follows:

4. Superior: Essential for the operation of every program
3. Excellent: Must be accomplished at some level
2. Required: But can operate program without
1. Optional: Would increase strength and effectiveness of program
0. Should not be included - Does not pertain to value of program.  
May not pertain to COORDINATION, "per se".

Much concern within this document revolves around whether the right questions and all the questions pertaining to "COORDINATION", have been asked. This is where your opinion is so important! Please be very critical, with a lot of suggestions in order for our combined efforts to be highly valid.

Basically the same questions will be submitted to you three different times so that with the last questionnaire the key points will be most apparent. Please indicate some response to each statement or question asked.

**RESPONSE:** Place an (X) in the block to the right of each question that corresponds to your opinion regarding each question. Please keep in mind that this is the method chosen to weight each point considered and that your answer will be added with three others to accumulate a final rating.

Conduct an annual community survey to identify potential training opportunities, prospective students, and local manpower needs and trends.

4	3	2	1	0

Conduct an annual all-school occupational interest survey to identify the occupational interests of students.

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Identify the occupational interests of students within the career field of marketing and distribution.

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Survey the community to determine the adult education needs within the marketing and distribution career field.

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Developed and sponsored a promotional campaign that would inform all students of the variety of career opportunities in the field of marketing and distribution.

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Maintained a file of completed applications for admission to the distributive education program with an active file for all persons enrolled in the program.

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Selected students on the basis of their occupational interests as the primary selection factor with consideration given to factors that would make a training placement difficult.

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Maintained an enrollment not greater than that recommended by the State Vo-Tech Department.

4	3	2	1	0

A comprehensive personnel file is available for all students enrolled in the program including such information as: previous transcript, letter of recommendation, previous work experience, etc.

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Have on file a compiled list of all appropriate training stations.

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Have categorized training stations according to their occupational categories in marketing and distribution.

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All training stations are evaluated according to the preconceived criteria.

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Explain the concept of distributive education to all training stations prior to student placement.

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Approve placement in training station only after a thorough understanding of responsibilities of the training station sponsor.

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Provide training sponsors with a list of responsibilities for those cooperating in the training effort.

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Conduct a training station sponsor's seminar to explain the scope of the distributive education program.

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Develop a specific training plan keyed to the short and long range needs of the student.

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Secure approval of the training plan and involvement of the sponsor with the signing of the memorandum of training.

4	3	2	1	0

Teacher-coordinator will have training plans and memorandum of training plans on file.

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Maintain legal and ethical employment for all students.

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Set work schedules that emphasize training and guarantee student success.

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Make regular visitations to the training station to discuss the students' progress.

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Conducts periodic evaluation of training station efforts.

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Training stations are evaluated primarily on the basis of their ability to provide the experiences demanded by the training plan.

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Advisory committee members are involved in evaluating the results of specific training stations.

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A sponsor development program is conducted by the teacher-coordinator.

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The teacher-coordinator reports regularly to the training station sponsor the instructional activities in which his employee is involved.

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The training sponsor is involved in his students' instructional activities as a resource person.

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The teacher coordinator provides the sponsor with a copy of the training plan and other related information about the student.

The teacher-coordinator conducts periodic visitations and reviews the training plan to determine the training efforts that have been expended by the sponsor.

The teacher-coordinator reviews the training plan with the sponsor and identifies the responsibilities for training.

Training plans are modified as visitations prove this necessary.

Teacher-coordinators use the information secured in training station visitations in counseling with students so that they might improve their performance.

The teacher-coordinator prescribes individualized instructional activities for specific students based upon their immediate on-the-job training needs and their occupational goals.

A thorough investigation is made of the DE training station, and the purposes and policies of the DE program are explained to the training station sponsor before permitting official enrollment of the DE student.

Each students' training station coincides with his stated career objectives.

DE Form 10 (an introduction card) is used when sending a prospective DE student to apply for a job.

A thorough assessment of safety provisions of facilities and equipment of training stations is made by the coordinator.

4	3	2	1	0

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The environment in which the student is trained is a replica of the environment he will encounter in his career objective.

4	3	2	1	0

Training stations are selected on the potential of the store to help develop the student's technical competencies required in the occupation of their choice.

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Selection of training stations is made on the potential of the training environment for cultivating career development competencies.

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Potential of the training agencies personnel to assist in the student's occupational adjustment was reviewed before placement of student.

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Observed previous record of the training agencies in training cooperative vocational education students and other beginning workers as a criterion for continuing to use training station.

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A continuous survey is conducted to explain DE program to businessmen and to solicit new training stations.

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Willingness of the firm to rotate student on various jobs was reviewed before student placement.

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Firm is agreeable to employ student as a trainee at least 15 hours per week throughout the school term.

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Training stations are easily accessible to the school.

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Business firm reflects a good attitude toward the DE training program.

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Federal and State wage and hour regulations are discussed with the training station sponsor.

A Memo of Training Plan (DE Form 11) is completed for each training station and all parties concerned have duplicate copy on file.

The training station sponsor develops a job analysis to be used for instruction for each DE student trainee.

Specifically assigned training sponsors are designated for each DE student.

Visitation of student training stations are conducted on a basis of 30 minutes per student per week.

The Personal Rating Chart (DE Form 19) has been thoroughly explained by the teacher-coordinator and this form is completed by the training station sponsor for each grading period.

Each visitation to the training station should be calrified by the coordinator as observation, talk to sponsor, student evaluation, etc.

Coordinators assist training station supervisor with development of teaching techniques during visits to the training station.

Coordinator obtains suggestions from training station sponsor to guide the selection of related class instruction lessons and materials.

An itinerary of daily or weekly coordination contacts is filed in the principal's office.

4	3	2	1	0

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The progress of the DE student is determined by regular visits to the training station.

4	3	2	1	0

Sponsors are constantly commended for cooperation in teaching students.

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Coordinators continuously evaluate maximum number of hours students work.

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Coordinators shop DE student to determine quality of student's work.

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A constant evaluation is made of the DE students job attitude.

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A sample of the students classwork is shared with the training station sponsor.

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Facts for counseling interviews with DE students are secured during visitation of training stations.

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Classroom effectiveness is evaluated during observation of student at their training station.

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Coordination calls are grouped by geographic areas to save travel time and expense.

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A record of each coordination contact is kept on file.

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The training sponsor is informed of the purpose of each visitation.

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The principal and/or counselor are invited to accompany coordinator on visits.

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A continuous public relations effort for the DE program is made during store visits.

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Firms pay an equitable salary for part-time employee, including DE students.

4	3	2	1	0

Business used as training stations reflects a reputation of integrity and progressiveness in the community.

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Satisfactory student working conditions are checked by the coordinator.

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Up-to-date facilities and methods are provided and used by firms providing training stations.

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A valuable well-rounded experience for the student in distribution is provided by each training station.

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Employers with proper attitude toward young adults are selected as training station sponsors.

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The DE training station is a logical entry level step toward attainment of the occupational goal of the student.

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The teacher-coordinator held a conference with each training sponsor to explain printed instructions, evaluation forms, memo of training, etc.

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Coordinator provides workshops to assist training sponsors in techniques for teaching student-learner.

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A packet of printed materials explaining the goals and objectives of the DE program is given to and discussed with the training station sponsors.

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Information gained at the training station is used by coordinator during class time to clarify or adjust the training situation.

4	3	2	1	0

Training station sponsors are used as class resource people.

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Training stations provide classroom materials, fixtures, literature samples, etc.

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Training stations participate in class projects, field trips, surveys, demonstrations, etc.

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Coordinator rapport or expertise with individual training stations is constantly evaluated.

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Coordination visitation results are discussed with the student trainee.

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If visitation with training sponsor reveals problems, immediate steps are begun to correct the situation.

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Under the direction of the advisory committee, an occupational survey of distrubutive businesses was made in the school district during the past year.

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The advisory committee suggests ways to improve related instruction to the students' training stations.

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The DE program is served by an officially appointed advisory committee.

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The advisory committee helps to plan the program of classroom study, field trips, and related study for the year.

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The advisory committee is instrumental in referring and securing DE training stations.

4	3	2	1	0

The advisory committee meets as a group at least once each semester.

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The advisory committee members help conduct community surveys for potential students and training stations.

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The advisory committee assists with follow-up studies of former students.

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The advisory committee supervises individual marketing studies for student trainees.

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Advisory committee members are recommended by teacher-coordinator to the superintendent.

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The Advisory committee provides career opportunity information to the DE classes.

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The advisory committee encourages coordinator participation in Civic and Community affairs.

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The coordinator constantly obtains school-community feedback on the DE program.

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The coordinator and Advisory committee plan school-community public relations activities.

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The coordinator prepares an occupational analysis for common distrubutive occupations in the community.

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The Advisory Committee assists in planning the course outline and review courses of studies based on Business needs.

The Advisory Committee assists in developing multi-media approaches to inform the school and community of the DE program.

ADDITIONAL QUESTIONS TO BE ADDED BELOW

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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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6. \_\_\_\_\_  
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**APPENDIX B**

**SECOND SET OF COORDINATION PRACTICES**

**SENT TO THE JURY OF EXPERTS**

## COORDINATION ACTIVITIES OF OKLAHOMA HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS

### Second Set Of Statements

The attached list of statements relating to Coordination activities of the DE programs in Oklahoma are the results of your answers and comments to the first document of one hundred five statements. The lowest thirty percent, (accumulative scores), of the previous questions/statements, have been deleted. Grammatical corrections and sentence structure have been revised as per your instructions. Correlation of duplicate items have been attempted. The result of all these endeavors are before you.

Following the coalition of this second round, we hope to be able to again drop the lower thirty percent of the statements. Please keep this in mind as you rate the items in the order of importance according to your opinion.

It is important that we re-emphasise that our purpose is to collect only those items you feel are vital to "Coordination" in the Oklahoma DE programs. Therefore, careful consideration is warranted to insure that essential items are not discarded because of low total scores.

The rating points remain the same:

4. Superior: Essential for the operation of every program
3. Excellent: Must be accomplished at some level
2. Required: But can operate program without
1. Optional: Would increase strength and effectiveness of program
0. Should not be included - Does not pertain to value of program.  
May not pertain to COORDINATION, "per se".

If, in your opinion, some of these statements could be combined to make a much stronger point - please indicate this by correcting the item.

**RESPONSE:**

Place an (X) in the block to the right of each statement that corresponds to your opinion regarding the statement. Please keep in mind that this is the method chosen to weigh each point considered and that your answer will be added with three others to accumulate a final total. Only statements in the upper seventy percent will be retained.

- |  | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
| 1. An annual community survey is conducted to identify potential training opportunities, prospective students, and local manpower needs and trends, relating to marketing and distribution.                                  |   |   |   |   |   |
| 2. An annual all-school occupational interest survey is conducted to identify the occupational interests of students in the tenth, eleventh and twelfth grades.  |   |   |   |   |   |
| 3. An annual survey is made in the community to determine the adult education needs within the marketing and distribution career field.  |   |   |   |   |   |
| 4. The DE program has annually developed and sponsored a promotional campaign that would inform all students of the variety of career opportunities in the field of marketing and distribution.                              |   |   |   |   |   |
| 5. The DE Teacher-Coordinator maintains a file of completed applications for admission to the distributive education program with an active file for all persons enrolled in the program.                                    |   |   |   |   |   |
| 6. DE students are selected for the program on the basis of their occupational interests as the primary selection factor with special consideration given to factors that would make a training station placement difficult. |   |   |   |   |   |
| 7. A comprehensive personnel file is available for all DE students, including such information as: previous transcript, letter of recommendation, previous work experience, etc.   |   |   |   |   |   |

9. The DE Teacher-Coordinator has on file a compiled list of all appropriate DE Training Stations within the community.
9. A file is maintained of the DE training stations according to their occupational categories in marketing and distribution.
10. All DE Training Stations are evaluated according to the preconceived criteria.
11. The Teacher-Coordinator explains the concept of distributive education to all potential Training Station Sponsors prior to student placement.
12. The Teacher-Coordinator approves placement in a DE Training Station only after a thorough understanding of responsibilities of the DE Training Station Sponsor.
13. The Teacher-Coordinator provides DE Training Station Sponsors with a list of responsibilities for those cooperating in the training effort.
14. The Teacher-Coordinator conducts a DE Training Station Sponsor's seminar to explain the scope of the DE program.
15. A specific training plan is developed which is keyed to the short and long range needs of the student.
16. Secure approval of the training plan and involvement of the DE Training Station Sponsor with the signing of (DE Form 11), the Memorandum of Training Plan.
17. Legal and ethical employment is maintained for all students.

4	3	2	1	0



18. The DE Teacher-Coordinator will have a Memorandum of Training Plan on file for each student enrolled.
19. Employment schedules are set that emphasize training and a reasonable guarantee for student success.
20. Regular visitations are made to the DE Training Stations to discuss the students' progress.
21. The DE Teacher-Coordinator conducts periodic evaluations of the DE Training Station Sponsors' efforts.
22. DE Training Stations are evaluated primarily on the basis of their ability to provide the experiences demanded by the Memorandum of Training Plan.
23. A sponsor development program is conducted by the DE Teacher-Coordinator.
24. The DE Teacher-Coordinator reports regularly to the DE Training Station Sponsor the instructional activities in which his employee is involved.
25. The DE Training Station Sponsor is involved in his students' instructional activities as a resource person.
26. The DE Teacher-Coordinator provides the training sponsor with a copy of the training plan and other related information about the student.
27. The DE Teacher-Coordinator conducts periodic visitations and reviews the Memorandum of Training Plan to determine the training efforts that have been expended by the training sponsor.

4	3	2	1	0

18. The DE Teacher-Coordinator reviews the training plan with the training sponsor and identifies the responsibilities for training.
29. The Memorandum of Training Plans are modified as visitations to the training stations prove this necessary.
30. DE Teacher-Coordinators use the information secured in training station visitations in counseling with students so that they might improve their performance.
31. The DE Teacher-Coordinator prescribes individualized instructional activities for specific students based upon their immediate on-the-job training needs and their occupational goals.
32. Each DE students' Training Station coincides with his stated career objectives.
33. DE Training Stations are selected on the potential of the business to assist in the development of the DE student's technical competencies required in the occupation of his choice.
34. Selection of a DE Training Station is made on the potential of the training environment for cultivating career development competencies.
35. The potential of the training station personnel to assist in the DE student's occupational adjustment was reviewed before placement of the DE student trainee.
36. The previous record of the business in training DE students and other beginning employees is reviewed as a criterion for continuing to use the business as a DE Training Station.

4	3	2	1	0

37. A continuous community survey is conducted to explain the DE program to businessmen and to solicit additional DE Training Stations to accommodate new students and occupational objective changes of regular students.
38. The willingness of the training station to rotate part time employees on various jobs was reviewed before student placement.
39. The training station is agreeable to employ student as a trainee from 10 to 15 hours per week throughout the school term.
40. The Training Station reflects a good attitude toward the DE program.
41. A Memo of Training Plan is completed for each DE Training Station and all parties concerned have a duplicate copy on file.
42. The DE Training Station Sponsor develops a job analysis to be used for instruction for each DE student.
43. Specifically assigned training sponsors are designated for each DE student.
44. The Personal Rating Chart (DE Form 19) has been thoroughly explained by the DE Teacher-Coordinator and this form is completed by the DE Training Station Sponsor for each grading period.
45. DE Teacher-Coordinator obtains suggestions from the DE Training Station Sponsor to guide the selection of related classroom instruction.
46. An itinerary of daily or weekly DE Teacher-Coordinators' coordination contacts is filed in the principal's office, as this can be a mark of good organization and improve public relations.

4	3	2	1	0

47. The progress of the DE student is determined by regular visits to the DE Training Station.
48. DE Training Sponsors are occasionally commended for cooperation in teaching students.
49. A continuous evaluation is made of the DE student's job attitude.
50. A sample of the DE students classwork is shared with the DE Training Station Sponsor.
51. Facts for counseling interviews with DE students are secured during visitation of training stations.
52. Coordination visits are grouped by geographic areas to save travel time and expense.
53. A record of each coordination contact is kept on file.
54. A continuous public relations effort for the DE program is made during coordination visits.
55. Businesses used as DE Training Stations reflect a reputation of integrity and progressiveness in the community.
56. Satisfactory DE student employment conditions are continuously checked by the DE Teacher-Coordinator.
57. Up-to-date facilities and methods are provided and used by businesses designated as DE Training Stations.

4	3	2	1	0

58. A valuable well-rounded experience for the DE student in distribution is provided by each DE Training Station.
59. Employers with proper attitudes toward young adults are selected as DE Training Station Sponsors.
60. The DE Training Station is viewed as a logical entry level step toward attainment of the occupational goal of the DE student.
61. Prior to placement of the DE student the Teacher-Coordinator held a conference with each DE Training Station Sponsor to explain printed instructions, evaluation forms, memo of training, etc.
52. A packet of printed materials explaining the goals and objectives of the DE program is given to and discussed with the DE Training Station Sponsors the first time the business is designated as a DE Training Station.
63. Information gained at the training station is used by the DE Teacher-Coordinator during class time to clarify or adjust the training situation.
64. DE Training Station Sponsors are used as DE class resource people.
65. DE Training Station Sponsors should be asked periodically to provide classroom materials, fixtures, literature, loan merchandise, participate in competitive events and aid in student organization activities, etc.
66. DE Training Stations participate in class projects, field trips, surveys, demonstrations, etc.

4	3	2	1	0

67. DE Teacher-Coordinator rapport with individual DE Training Stations is constantly evaluated.
68. Pertinent Coordination visitation results are discussed with the DE student.
69. If a visitation with the DE Training Sponsor reveals a problem, immediate steps are begun to correct the situation. (Including absentees from school)
70. Under the direction of the DE Advisory committee, an occupational survey of distributive businesses was made in the school district during the past year.
71. DE Advisory Committee members are recommended by the DE Teacher-Coordinator to the Superintendent of Schools.
72. The DE Teacher-Coordinator constantly obtains school-community feedback on the DE program.
73. The DE Teacher-Coordinator prepares an occupational analysis for distributive occupations in the community.

4	3	2	1	0

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**APPENDIX C**

**THIRD (FINAL) SET OF COORDINATION  
PRACTICES SENT TO THE JURY  
OF EXPERTS**

# COORDINATION ACTIVITIES OF OKLAHOMA HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS

## (FINAL SET OF QUESTIONNAIRE STATEMENTS ! ! ! !)

**Directions:** The attached list of statements relating to Coordination of activities of the Distributive Education Programs in Oklahoma are the results of ratings and comments to previous sets of statements. The purpose of this instrument is to identify those areas which you feel are most vital to "Coordination" in Oklahoma's Distributive Education Programs. We are attempting to arrive at a total of twenty-five (N 25) statements to be contained on a final instrument. For that reason, many of the statements which received low ratings on previous instruments have been deleted from the present list, while some have been combined with other statements. Therefore, careful consideration should be given to each item to insure that essential questionnaire items are not discarded because of low total ratings.

In an effort to gain some consensus on each item, the items contained on the present list are presented in somewhat different format than those contained on previous instruments. Each item shows a Previous Consensus (the rating made by all four expert judges), a rating scale on which you will make your final new rating, and space for you to make comments if you wish to give reasons for your new rating. Using the number codes presented in the box, mark an "X" below the number which most nearly reflects your opinion regarding each statement. Your response will be combined with three others to determine a final rating for the item. If you feel that some items should be combined with others, please indicate this and make the corrections desired.

### NUMBER CODES

4 = SUPERIOR: Essential for the operation of every program  
3 = EXCELLENT: Must be accomplished at some level  
2 = REQUIRED: But can operate the program without it  
1 = OPTIONAL: Would increase strength and effectiveness of program  
0 = SHOULD NOT BE INCLUDED: Doesn't enhance value of program

	Previous Consensus Rating	Final New Ratings
		4 3 2 1 0
1. An annual community survey is conducted to identify potential training opportunities, prospective students and local manpower needs and trends, relating to marketing and distribution.	(3.25)	
2. An annual all-school occupational interest survey is conducted to identify the occupational interests of students in the tenth, eleventh and twelfth grades.	(3.25)	
3. The DE program should annually develop and sponsor a promotional campaign that would inform all students of the variety of career opportunities in the field of marketing and distribution.	(3.50)	
4. The DE Teacher-Coordinator maintains a file of completed applications for admission to the distributive education program with an active file for all persons enrolled in the program.	(3.75)	
5. DE students are selected for the program on the basis of their stated occupational objective in marketing and distribution.	(3.75)	



	Previous Consensus Rating	4	3	2	1	0
6. A comprehensive personnel file is compiled for all DE students, including such information as: previous transcript (permanent record of school work), letter of recommendation to the DE program, previous work experience, etc.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All DE Training Stations are evaluated according to preconceived criteria.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The Teacher-Coordinator explains the concept of distributive education to all potential Training Station Sponsors prior to student placement.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The Teacher-Coordinator approves placement in a DE Training Station only after a thorough understanding of responsibilities of the DE Training Station Sponsor.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Teacher-Coordinator provides DE Training Station Sponsors with a list of responsibilities for those cooperating in the training effort to provide a well-rounded experience for the DE student in distribution.	(3.75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A specific training plan is developed which is keyed to the short and long range needs of the student.	(3.75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Secure approval of the training plan and involvement of the DE Training Station Sponsor with the signing of (DE Form 11), the <u>Memorandum of Training Plan</u> .	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Legal and ethical employment is maintained for all DE students.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The DE Teacher-Coordinator will have a <u>Memorandum of Training Plan</u> on file for each student enrolled.	(3.75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Employment schedules are set that emphasize training and a reasonable guarantee for student success.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Regular visitations are made to the DE training Stations to discuss the students' progress.	(3.75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The DE Teacher-Coordinator conducts periodic evaluations of the DE Training Station Sponsors' efforts.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. DE Training Stations are evaluated primarily on the basis of their ability to provide the experiences demanded by the <u>Memorandum of Training Plan</u> . Efforts are made to select those Training Stations with proper attitudes toward young adults.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Previous Consensus Rating (3.00)	4 3 2 1 0				
19. A sponsor development program is conducted by the DE Teacher-Coordinator which emphasizes the Adult Education opportunities as well as student training criterion.						
20. The DE Teacher-Coordinator conducts periodic visitations and reviews the Training Station Sponsors' copy of the Memorandum of Training Plan to determine the training efforts that have been expended toward completion of the student's schedule of processes.	(3.50)					
21. The DE Teacher-Coordinator reviews the training plan with the training sponsor and identifies the responsibilities for training. Modifications to the training plan are made as necessary.	(3.55)					
22. DE Teacher-Coordinators use the information secured in training station visitations in counseling with students so that they might improve their performance.	(3.75)					
23. The DE Teacher-Coordinator prescribes individualized instructional activities for specific students based upon their immediate on-the-job training needs and their occupational goals.	(4.00)					
24. Each DE student's Training Station coincides with his stated career objectives.	(3.75)					
25. DE Training Stations are selected on the potential of the business to assist in the development of the DE student's technical competencies required in his occupational objectives.	(3.25)					
26. Selection of a DE Training Station is made on the potential of the training environment for cultivating career development competencies.	(3.00)					
27. The potential of the training station personnel to assist in the DE student's occupational adjustment was reviewed before placement of the DE student trainee.	(3.00)					
28. A continuous effort is made to explain the DE program to businessmen and to solicit additional DE Training Stations to accommodate new students and occupational objective changes of regular students.	(3.75)					
29. The DE Training Station is agreeable to employ a DE student as a trainee a minimum of ten (10) hours per week throughout the school year.	(3.25)					
30. The DE Training Station reflects a good attitude toward the DE program.	(3.50)					
31. A Memorandum of Training Plan is completed for each DE Training Station and all parties concerned have a duplicate copy on file.	(3.50)					

		4	3	2	1	0
32.	Specifically assigned training sponsors are designated for each DE student.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	The Personal Rating Chart (DE Form 19) has been thoroughly explained by the DE Teacher-Coordinator and this form is completed by the DE Training Station Sponsor for each grading period and returned to the Teacher-Coordinator.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	DE Teacher-Coordinator obtains suggestions from the DE Training Station Sponsor to guide the selection of related classroom instruction.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	An itinerary of daily or weekly DE Teacher-Coordinators' coordination contacts is filed in the principal's office, as this can be a mark of good organization and improve public relations.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	The progress of the DE student is determined by regular visits to the DE Training Station.	(3.75)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	DE Training Station Sponsors are occasionally commended for cooperation in teaching students.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	A continuous evaluation is made of the DE student's job attitude.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Facts for counseling interviews with DE students are secured during visitation of training station. Points relating to the DE student are later discussed with him/her.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Coordination visits are grouped by geographic areas to save travel time and expense.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	A record of each coordination contact is kept on file.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Businesses utilized as DE Training Stations reflect a reputation of integrity and progressiveness in the community.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Satisfactory DE student employment conditions are continuously checked by the DE Teacher-Coordinator.	(3.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	The DE Training Station is viewed as a logical entry level step toward attainment of the occupational goal of the DE student.	(3.25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Prior to placement of the DE student the Teacher-Coordinator holds a conference with each DE Training Station Sponsor to explain printed instruction, evaluation forms, memo of training, etc.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	A packet of printed materials explaining the goals and objectives of the DE program is given to and discussed with the DE Training Station Sponsors the first time the business is designated as a DE Training Station.	(3.50)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. DE Training Station Sponsors should be asked periodically to provide classroom materials, fixtures, literature, loan merchandise, participate in competitive events and aid in student organization activities, etc.
48. Representatives of the DE Training Stations participate in class projects, field trips, surveys, demonstrations, etc.
49. DE Teacher-Coordinator rapport with DE Training Station Sponsors is constantly evaluated.
50. If visitation with the DE Training Sponsor reveals a problem, immediate steps are begun to correct the situation. (This includes school absenteeism).
51. The DE Teacher-Coordinator prepares an occupational analysis for distributive occupations in the community.

Previous  
Consensus  
Rating

(3.00)

4	3	2	1	0

(3.25)

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(3.25)

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(3.50)

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(3.25)

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## **APPENDIX D**

**THE DATA COLLECTION INSTRUMENT COMPLETED BY  
THE EXPERTS AND THE DE  
TEACHER-COORDINATORS**

# QUESTIONNAIRE CONCERNING THE PRACTICES CURRENTLY BEING USED TO COORDINATE DISTRIBUTIVE EDUCATION PROGRAMS IN OKLAHOMA

DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE ! ! !

**Directions:** We are trying to determine the current procedures being used by coordinators of DE programs in Oklahoma. Please help by completing this questionnaire. First, complete the biographical information section. Next, indicate the frequency with which you perform the tasks indicated in the thirty-three questionnaire statements by circling the number which most nearly reflects your current procedures. Please indicate the frequency with which you are now conducting these practices, and NOT the frequency with which you believe they should occur. Supply any additional information which would further explain your current practices and procedures. Be as objective and professional as possible.

DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE ! ! !

## BIOGRAPHICAL INFORMATION

1. Number of years you have taught in public schools? \_\_\_\_\_
2. Number of years you have taught Distributive Education at the secondary level? \_\_\_\_\_
3. Indicate your total number of years of work experience in a distributive occupation \_\_\_\_\_.
4. Where did you receive your Bachelors Degree? \_\_\_\_\_
5. Where did you receive (or are working on your) Master's Degree? \_\_\_\_\_
6. From what institution did you receive your teaching certificate in Distributive Education? \_\_\_\_\_

**Directions:** Using the number codes provided, circle the number which most nearly reflects the frequency with which you currently perform the coordination activity indicated.

5 = Nearly Always
4 = Frequently
3 = Sometimes
2 = Seldom
1 = Hardly Ever

- 1.0 I conduct an annual occupational survey within my community for the following purposes:

Check those which apply  
and mark the continuum  
for each statement checked)

- |         |  |   |   |   |   |   |
|---------|--|---|---|---|---|---|
| ___ 1.1 | Identify potential DE Training stations          | 5 | 4 | 3 | 2 | 1 |
| ___ 1.2 | Identify local manpower needs                    | 5 | 4 | 3 | 2 | 1 |
| ___ 1.3 | Identify prospective students currently employed | 5 | 4 | 3 | 2 | 1 |
| ___ 1.4 | Secure training aids for classroom instruction   | 5 | 4 | 3 | 2 | 1 |
| ___ 1.5 | Other: (Please Specify) _____                    | 5 | 4 | 3 | 2 | 1 |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 2.0 | I explain the purposes and goals of Distributive Education to Training Station Sponsors prior to placement of DE students.                   | 5 | 4 | 3 | 2 | 1 |
| 3.0 | I provide and explain a list of the responsibilities of the DE Training Station Sponsor before I approve placement in a DE Training Station. | 5 | 4 | 3 | 2 | 1 |

5 = Nearly Always  
 4 = Frequently  
 3 = Sometimes  
 2 = Seldom  
 1 = Hardly Ever

4.0 I develop a specialized training plan for each of my students which is keyed to the short- and long-range career objectives they have stated.

5 4 3 2 1

5.0 I secure approval of the training plan and involvement of the DE Training Station Sponsor through the signing of DE Form 11, the Memorandum of Training Plan.

5 4 3 2 1

6.0 The following criteria are discussed with training station sponsors, and are given high priority when selecting training stations.

check those which apply  
 and mark the continuum  
 on each statement checked)

\_\_\_ 6.1 Willingness to help with on-the-job planning and instruction

5 4 3 2 1

\_\_\_ 6.2 Willingness to conform to wage and hour regulations

5 4 3 2 1

\_\_\_ 6.3 Willingness to provide both legal and ethical employment

5 4 3 2 1

\_\_\_ 6.4 Willingness to provide continuous job opportunities

5 4 3 2 1

\_\_\_ 6.5 Willingness to help DE students develop a variety of skills

5 4 3 2 1

7.0 I have a Memorandum of Training Plan (DE Form 11) on file for each student.

5 4 3 2 1

8.0 I encourage Training Station Sponsors to provide DE students with work schedules that enhance training opportunities and provide qualified supervision at all times.

5 4 3 2 1

9.0 I visit the DE Training Stations to discuss the students' progress.

5 4 3 2 1

10.0 I visit training stations on the average of:

\_\_\_ 10.1 Once per week

\_\_\_ 10.2 Twice per month

\_\_\_ 10.3 Once per month

\_\_\_ 10.4 Twice per grading period

\_\_\_ 10.5 Once per semester

\_\_\_ 10.6 Other: (Please Specify) \_\_\_\_\_

11.0 I conduct periodic evaluations of the DE Training Station Sponsors' efforts.

5 4 3 2 1

12.0 I evaluate DE Training Stations on the basis of:

\_\_\_ 12.1 Ability to provide experiences provided by the Memorandum of Training Plan.

5 4 3 2 1

\_\_\_ 12.2 Attitude toward young people.

5 4 3 2 1

\_\_\_ 12.3 Convenience of work schedules provided.

5 4 3 2 1

\_\_\_ 12.4 Cooperation of the Business with my program.

5 4 3 2 1

\_\_\_ 12.5 Past success in training DE students.

5 4 3 2 1

\_\_\_ 12.6 Other: (Please Specify) \_\_\_\_\_

5 4 3 2 1

check those which apply  
 and mark the continuum  
 on each statement checked)

13.0 I review the progress that the Training Station Sponsor has made in providing training as outlined in the Memorandum of Training Plan and indicated on the student's schedule of progress.

5 4 3 2 1

14.0 I review the training plan with the Training Station Sponsor and identify the areas of responsibility for training.

5 4 3 2 1

5 = Nearly Always  
4 = Frequently  
3 = Sometimes  
2 = Seldom  
1 = Hardly Ever

- 15.0 I modify the Memorandum of Training Plan to meet the DE student's changing goals and needs. 5 4 3 2 1
- 16.0 I use the information secured in training station visitations in counseling with students so that they might improve their performance. 5 4 3 2 1
- 17.0 I prescribe individualized instructional activities for specific students based upon their immediate on-the-job training needs and their occupational goals. 5 4 3 2 1
- 18.0 I attempt to secure Training Stations for DE students that coincide with their stated career objectives. 5 4 3 2 1
- 19.0 I solicit the support and assistance of businessmen to promote the DE program and acquire new DE Training Stations. 5 4 3 2 1
- 20.0 I provide a copy of the Memorandum of Training Plan for the following:

Check those which apply  
and mark the continuum  
after each statement checked)

- \_\_\_\_ 20.1 Parents 5 4 3 2 1
- \_\_\_\_ 20.2 Student 5 4 3 2 1
- \_\_\_\_ 20.3 Training Station Sponsor 5 4 3 2 1
- \_\_\_\_ 20.4 Other: (Please Specify) 5 4 3 2 1

- 21.0 I secure training sponsor assignments from those businesses in which I place DE students. 5 4 3 2 1
- 22.0 I explain the personal rating chart (DE Form 19) to Training Station Sponsors. 5 4 3 2 1
- 23.0 I require the Training Station Sponsor to complete the personal rating chart (DE Form 19) for their students. 5 4 3 2 1
- 24.0 I use the following method(s) of delivery and return of the personal rating chart (DE Form 19):

Check those which apply  
and mark the continuum  
after each statement checked)

- \_\_\_\_ 24.1 Coordinator distributes and collects 5 4 3 2 1
- \_\_\_\_ 24.2 Mail out and collect 5 4 3 2 1
- \_\_\_\_ 24.3 Mail out and mail back 5 4 3 2 1
- \_\_\_\_ 24.4 Send and return by student 5 4 3 2 1
- \_\_\_\_ 24.5 Coordinator distributes, sponsor mails back 5 4 3 2 1
- \_\_\_\_ 24.6 Other: (Please Specify) 5 4 3 2 1

- 25.0 I secure suggestions from the DE Training Station Sponsors to supplement what I teach in the classroom. 5 4 3 2 1
- 26.0 I provide a method for recognizing the Training Stations and Training Station Sponsors who work with my students.

Check those which apply  
and mark the continuum  
after each statement checked)

- \_\_\_\_ 26.1 Personal expressions of appreciation 5 4 3 2 1
- \_\_\_\_ 26.2 Employer, Employee Banquet 5 4 3 2 1
- \_\_\_\_ 26.3 Special Awards Breakfast 5 4 3 2 1
- \_\_\_\_ 26.4 Published articles 5 4 3 2 1
- \_\_\_\_ 26.5 Certificates of Appreciation 5 4 3 2 1
- \_\_\_\_ 26.6 Other: (Please Specify) 5 4 3 2 1



5 = Nearly Always
4 = Frequently
3 = Sometimes
2 = Seldom
1 = Hardly Ever

- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| 27.0 | I evaluate the DE students' attitudes toward their jobs.   | 5 | 4 | 3 | 2 | 1 |
| 28.0 | I maintain a file of contacts made with Training Station Sponsors.                                       | 5 | 4 | 3 | 2 | 1 |
| 29.0 | I seek DE Training Stations that reflect a reputation of integrity and progressiveness in the community. | 5 | 4 | 3 | 2 | 1 |
| 30.0 | I attempt to secure jobs for DE students which are consistent with their occupational goals.             | 5 | 4 | 3 | 2 | 1 |

Percentage of my students who are placed in Training Stations that meet their Career Objectives is:

- ☐ 30.1 100-75 percent  
☐ 30.2 74-50 percent  
☐ 30.3 49-25 percent  
☐ 30.4 24-1 percent  
☐ 30.5 None

- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| 31.0 | I deliver a packet of printed materials explaining the goals and objectives of the DE program and discuss them with the DE Training Station Sponsors when the business is designated as a DE Training Station. | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|

- 32.0 I request DE Training Stations and Training Station Sponsors to assist my program by:

(Indicate areas of requested assistance)

- |                               |  |   |   |   |   |   |
|-------------------------------|--|---|---|---|---|---|
| <input type="checkbox"/> 32.1 | Advisory Committee Participation                         | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.2 | Furnish books, literature and other materials            | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.3 | Equipment and fixtures                                   | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.4 | Loan merchandise for display and/or sales demonstrations | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.5 | Participate in Competitive event judging                 | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.6 | Aid Student Organization activities                      | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.7 | Community promotion                                      | 5 | 4 | 3 | 2 | 1 |
| <input type="checkbox"/> 32.8 | Other: (Please Specify) _____                            | 5 | 4 | 3 | 2 | 1 |

(Check those which apply and mark the continuum after each statement checked)

- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| 33.0 | I attempt to develop and maintain a good rapport and working relationship with DE Training Station Sponsors. | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|

**APPENDIX E**

**THE DATA COLLECTION INSTRUMENT COMPLETED  
BY THE TRAINING STATION SPONSORS**

# QUESTIONNAIRE CONCERNING THE PRACTICES CURRENTLY BEING USED TO COORDINATE DISTRIBUTIVE EDUCATION PROGRAMS IN OKLAHOMA

## BIOGRAPHICAL INFORMATION

Name: \_\_\_\_\_ Name of Business: \_\_\_\_\_

Number of years you have employed DE students: \_\_\_\_\_ Number of DE students currently employed \_\_\_\_\_

Instructions: We are attempting to determine the practices and procedures currently being used by the Distributive Education (DE) Teacher-Coordinator who has assigned a student to your business. This is NOT an attempt to evaluate the DE Teacher-Coordinator's work. We are simply trying to establish the procedures currently being used by all DE Teacher-Coordinators within the State.

Directions: Using the number codes provided, circle the number which most nearly reflects the frequency with which the DE Teacher-Coordinator performs the activities indicated. In some instances it will be necessary to check those activities performed, and to indicate the frequency of each activity chosen. Be as objective and professional as possible when making your choices.

5 = Nearly Always  
4 = Frequently  
3 = Sometimes  
2 = Seldom  
1 = Hardly Ever

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1.0 The DE Teacher-Coordinator contacts me while conducting an occupational survey of manpower needs and training stations for DE students.   | 5 | 4 | 3 | 2 | 1 |
| 2.0 The DE Teacher-Coordinator explains the purposes and goals of Distributive Education to me before I hire the student.   | 5 | 4 | 3 | 2 | 1 |
| 3.0 The DE Teacher-Coordinator gives me a list of the responsibilities of the Training Station Sponsor and explains these responsibilities to me before the DE student begins training. | 5 | 4 | 3 | 2 | 1 |
| 4.0 The DE Teacher-Coordinator develops a specific training plan for the DE student, and furnishes me a copy of the training plan.  | 5 | 4 | 3 | 2 | 1 |
| 5.0 The DE Teacher-Coordinator secures my approval of a specific training plan for each DE student, <u>Memorandum of Training Plan</u> (DE Form 11).                                    | 5 | 4 | 3 | 2 | 1 |
| 6.0 The DE Teacher-Coordinator reviews the following criteria with me before designating our business as a DE Training Station:   |   |   |   |   |   |
| ___ 6.1 Willingness to help with on-the-job planning and instruction  | 5 | 4 | 3 | 2 | 1 |
| ___ 6.2 Willingness to conform to wage and hour regulations   | 5 | 4 | 3 | 2 | 1 |
| ___ 6.3 Willingness to provide both legal and ethical employment  | 5 | 4 | 3 | 2 | 1 |
| ___ 6.4 Willingness to provide adequate supervision   | 5 | 4 | 3 | 2 | 1 |
| ___ 6.5 Willingness to continue placement throughout the year   | 5 | 4 | 3 | 2 | 1 |
| ___ 6.6 Willingness to help DE students develop a variety of skills   | 5 | 4 | 3 | 2 | 1 |

Check those which apply  
and mark the continuum  
for each statement checked)

5	=	Nearly Always
4	=	Frequently
3	=	Sometimes
2	=	Seldom
1	=	Hardly Ever

- |      |  |                   |
|------|--|-------------------|
| 7.0  | The DE Teacher-Coordinator and I both have a copy of the Memorandum of Training Plan (DE Form 11) on file.   | 5   4   3   2   1 |
| 8.0  | The DE Teacher-Coordinator discusses with me the establishing of a work schedule for DE students which will enhance the student's training opportunities and provide qualified supervision at all times. | 5   4   3   2   1 |
| 9.0  | The DE Teacher-Coordinator discusses the DE student's progress with me whenever he visits the training station.  | 5   4   3   2   1 |
| 10.0 | The DE Teacher-Coordinator visits with me about the DE student:  |                   |
|      | ___ 10.1 Once per week<br>___ 10.2 Twice per month<br>___ 10.3 Once per month<br>___ 10.4 Twice per grading period<br>___ 10.5 Once per semester<br>___ 10.6 Other; (specify) _____                      |                   |
| 11.0 | The DE Teacher-Coordinator conducts periodic evaluations of my (the Training Station Sponsor's) efforts.   | 5   4   3   2   1 |
| 12.0 | The DE Teacher-Coordinator informs me of the criteria he uses to evaluate the potential of each DE Training Station.   | 5   4   3   2   1 |
| 13.0 | The DE Teacher-Coordinator reviews the <u>Memorandum of Training Plan</u> with me to determine the amount of progress the student is making.   | 5   4   3   2   1 |
| 14.0 | The DE Teacher-Coordinator identifies the areas of student training for which I am responsible.  | 5   4   3   2   1 |
| 15.0 | The DE Teacher-Coordinator and I modify the <u>Memorandum of Training Plan</u> to meet the DE student's changing goals and needs.  | 5   4   3   2   1 |
| 16.0 | The DE Teacher-Coordinator asks my suggestions concerning each student in order that they might improve their work performance.  | 5   4   3   2   1 |
| 17.0 | The DE Teacher-Coordinator asks my suggestions concerning instructional materials and/or activities which would help the DE students to reach their occupational goals.                                  | 5   4   3   2   1 |
| 18.0 | The DE Teacher-Coordinator discusses the career goals of DE students with me before assigning a student in this particular Training Station.   | 5   4   3   2   1 |
| 19.0 | The DE Teacher-Coordinator solicits my support and assistance in publicizing the DE Program.   | 5   4   3   2   1 |

5 = Nearly Always
4 = Frequently
3 = Sometimes
2 = Seldom
1 = Hardly Ever

20.0 The DE Teacher-Coordinator provides a copy of the Memorandum of Training Plan (DE Form 11) for my files.

5 4 3 2 1

21.0 The DE Teacher-Coordinator discusses Training Station Sponsor assignments with me.

5 4 3 2 1

22.0 The DE Teacher-Coordinator explains the Personal Rating Chart (DE Form 19) before asking me to use it in evaluating the DE student.

5 4 3 2 1

23.0 The DE Teacher-Coordinator asks me to complete the Personal Rating Chart (DE Form 19) for the DE student during each grading period.

5 4 3 2 1

24.0 The DE Teacher-Coordinator uses the following method(s) for distributing and collecting the Personal Rating Charts (DE Form 19):

\_\_\_\_ 24.1 Coordinator distributes and collects

5 4 3 2 1

\_\_\_\_ 24.2 Coordinator mails out and collects

5 4 3 2 1

\_\_\_\_ 24.3 Coordinator mails out and I mail back

5 4 3 2 1

\_\_\_\_ 24.4 Chart is delivered and returned by student

5 4 3 2 1

\_\_\_\_ 24.5 Coordinator distributes and I mail back

5 4 3 2 1

\_\_\_\_ 24.6 Other (specify): \_\_\_\_\_

5 4 3 2 1

Check those which apply  
and mark the continuum  
for each statement checked)

25.0 The DE Teacher-Coordinator solicits my suggestions to supplement the materials to be taught in the classroom.

5 4 3 2 1

26.0 The DE Teacher-Coordinator uses the following method(s) for recognizing my participation in the DE Program as a Training Station Sponsor:

\_\_\_\_ 26.1 Personal expressions of appreciation.

\_\_\_\_ 26.2 Employer/Employee Banquet

\_\_\_\_ 26.3 Special Awards Breakfast

\_\_\_\_ 26.4 Printed articles recognizing my participation

\_\_\_\_ 26.5 Certificates of Appreciation

\_\_\_\_ 26.6 Other: (Please Specify) \_\_\_\_\_

27.0 The DE Teacher-Coordinator discusses with me, the DE students' attitudes toward their jobs.

5 4 3 2 1

28.0 The DE Teacher-Coordinator keeps a record in the student's file regarding the visits he makes to the training station.

5 4 3 2 1

29.0 The DE Teacher-Coordinator discusses with me his appreciation for our firm's reputation of integrity and progressiveness in the community.

5 4 3 2 1

5	=	Nearly Always
4	=	Frequently
3	=	Sometimes
2	=	Seldom
1	=	Hardly Ever

- (Check those which apply and mark the continuum after each statement checked)
- 30.0 The DE Teacher-Coordinator attempts to secure jobs for DE students which would be instrumental in helping them attain their occupational goals. 5 4 3 2 1
- 31.0 The DE Teacher-Coordinator delivers a packet of materials explaining the goals and objectives of the DE Program and discusses them with me whenever our business is designated as a DE Training Station. 5 4 3 2 1
- 32.0 The DE Teacher-Coordinator asks me for assistance in the following areas:
- |            |   |   |   |   |   |   |
|------------|---|---|---|---|---|---|
| _____ 32.1 | Participation on an Advisory Committee                    | 5 | 4 | 3 | 2 | 1 |
| _____ 32.2 | Furnish literature and materials for classes              | 5 | 4 | 3 | 2 | 1 |
| _____ 32.3 | Loan equipment and/or fixtures to classes                 | 5 | 4 | 3 | 2 | 1 |
| _____ 32.4 | Loan merchandise for displays and/or sales demonstrations | 5 | 4 | 3 | 2 | 1 |
| _____ 32.5 | Participate in judging competitive events                 | 5 | 4 | 3 | 2 | 1 |
| _____ 32.6 | Aid student organization activities (DECA)                | 5 | 4 | 3 | 2 | 1 |
| _____ 32.7 | Promote the DE Program within the community               | 5 | 4 | 3 | 2 | 1 |
| _____ 32.8 | Other (Specify): _____                                    | 5 | 4 | 3 | 2 | 1 |
- 33.0 The DE Teacher-Coordinator attempts to develop and maintain a good rapport and working relationship with our business. 5 4 3 2 1
- 34.0 How would you compare DE students job performance with non-DE students employed in similar positions? (Check those which apply)
- |            |   |  |  |  |  |  |
|------------|---|--|--|--|--|--|
| _____ 34.1 | DE students' performance is superior to non-DE students           |  |  |  |  |  |
| _____ 34.2 | DE students' performance is inferior to non-DE students           |  |  |  |  |  |
| _____ 34.3 | No difference exists between DE and non-DE students' performance. |  |  |  |  |  |
| _____ 34.4 | Other: (Explain) _____  |  |  |  |  |  |
- 35.0 Make any suggestions you feel would improve the coordination activities of the DE Teacher-Coordinator.
- 35.1 \_\_\_\_\_
- 35.2 \_\_\_\_\_
- 35.3 \_\_\_\_\_

**APPENDIX F**

**COVER LETTER SENT TO THE FOUR EXPERTS  
CONCERNING THE FINAL QUESTIONNAIRE**

March 30, 1976

Dr. J. W. Weatherford  
Distributive Education  
Central State University  
HE200E  
Campus

Dear Dr. Weatherford:

May I please ask one more favor in relation to my study concerning the "Coordination Practices In Oklahoma."

To get a better picture of the expected practices of Coordination as defined by the jury of experts, it is necessary to get your response to the questionnaire administered to the teacher-coordinators.

Instructions for completing the questionnaire are as follows:

1. Questions with more than one answer should have an X marked on the line before each of the answers you feel are essential in administering a DE program. Place a circle around one of the numbers to the right of each answer you marked X, indicating the amount of importance you attach to the answer.
2. Those statements having one response should have the number circled which indicates how important you feel the activity to be toward the total administration of the program.

As a jury member who helped formulate the questionnaire, we must now tie each statement down to a workable solution. Recognizing that you expect all topics listed to be functional, please consider each statement carefully to obtain the most viable solution for each.

Your assistance is greatly appreciated and hopefully the results of this study will be most enlightening.

Sincerely,



Dudley Ryan

DR/vcg



March 30, 1976

Mr. Ted Best, State Supervisor  
Distributive Education  
1515 West 6th Ave.  
Stillwater, OK 74074

Dear Mr. Best:

May I please ask one more favor in relation to my study concerning the "Coordination Practices In Oklahoma."

To get a better picture of the expected practices of Coordination as defined by the jury of experts, it is necessary to get your response to the questionnaire administered to the teacher-coordinators.

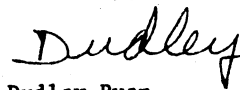
Instructions for completing the questionnaire are as follows:

1. Questions with more than one answer should have an X marked on the line before each of the answers you feel are essential in administering a DE program. Place a circle around one of the numbers to the right of each answer you marked X, indicating the amount of importance you attach to the answer.
2. Those statements having one response should have the number circled which indicates how important you feel the activity to be toward the total administration of the program.

As a jury member who helped formulate the questionnaire, we must now tie each statement down to a workable solution. Recognizing that you expect all topics listed to be functional, please consider each statement carefully to obtain the most viable solution for each.

Your assistance is greatly appreciated and hopefully the results of this study will be most enlightening.

Sincerely,



Dudley Ryan

DR/ah

March 30, 1976

Mr. Tom Freidemann, Assistant  
State Supervisor  
Distributive Education  
1515 West 6th Ave.  
Stillwater, OK 74074

Dear Mr. Freidemann:

May I please ask one more favor in relation to my study concerning the "Coordination Practices In Oklahoma."

To get a better picture of the expected practices of Coordination as defined by the jury of experts, it is necessary to get your response to the questionnaire administered to the teacher-coordinators.

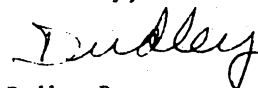
Instructions for completing the questionnaire are as follows:

1. Questions with more than one answer should have an X marked on the line before each of the answers you feel are essential in administering a DE program. Place a circle around one of the numbers to the right of each answer you marked X, indicating the amount of importance you attach to the answer.
2. Those statements having one response should have the number circled which indicates how important you feel the activity to be toward the total administration of the program.

As a jury member who helped formulate the questionnaire, we must now tie each statement down to a workable solution. Recognizing that you expect all topics listed to be functional, please consider each statement carefully to obtain the most viable solution for each.

Your assistance is greatly appreciated and hopefully the results of this study will be most enlightening.

Sincerely,



Dudley Ryan

DR/ah

March 30, 1976

Dr. Jim Koeninger  
College of Business  
Oklahoma State University  
Stillwater, OK 74074

Dear Dr. Koeninger:

May I please ask one more favor in relation to my study concerning the "Coordination Practices In Oklahoma."

To get a better picture of the expected practices of Coordination as defined by the jury of experts, it is necessary to get your response to the questionnaire administered to the teacher-coordinators.

Instructions for completing the questionnaire are as follows:

1. Questions with more than one answer should have an X marked on the line before each of the answers you feel are essential in administering a DE program. Place a circle around one of the numbers to the right of each answer you marked X, indicating the amount of importance you attach to the answer.
2. Those statements having one response should have the number circled which indicates how important you feel the activity to be toward the total administration of the program.

As a jury member who helped formulate the questionnaire, we must now tie each statement down to a workable solution. Recognizing that you expect all topics listed to be functional, please consider each statement carefully to obtain the most viable solution for each.

Your assistance is greatly appreciated and hopefully the results of this study will be most enlightening.

Sincerely,



Dudley Ryan

DR/ah

## APPENDIX G

### PAIRED-COMPARISONS OF THE THREE GROUPS'

#### FREQUENCY RATINGS ON EACH

#### QUESTIONNAIRE ITEM

TABLE XII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING ANNUAL NEEDS ASSESSMENT

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.103$	---	0.620	1.990**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.483$		----	1.370**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 2.113$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING EXPLAINING THE PURPOSE OF  
THE DE PROGRAM TO THE SPONSOR

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.383	3.256**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.617$		----	2.873**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.744$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XIV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING DISTRIBUTION OF TRAINING  
MATERIALS TO THE SPONSOR

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.750$	---	0.637	3.230**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.113$		----	2.593**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.520$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING SUPPLYING THE SPONSOR WITH  
THE STUDENT'S TRAINING PLAN

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.00$	---	1.557	3.994**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.443$		----	2.437*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.006$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XVI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING SPONSOR'S APPROVAL OF THE  
STUDENT'S TRAINING PLAN

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.500$	---	0.572	3.387*
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.928$		----	2.815*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.113$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XVII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE SELECTION OF BUSINESSES  
AS TRAINING STATIONS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 4.821$	---	0.230	3.692**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.591$		----	3.462**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.129$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XVIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE FILING OF THE  
MEMORANDUM OF TRAINING PLAN

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 5.000$	---	0.900	3.994**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.100$		----	3.094**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.006$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level



TABLE XIX

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE SUPERVISION  
AND TRAINING OF STUDENTS

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.750$	---	0.931	3.697**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.819$		----	2.766**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.053$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XX

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING VISITS TO THE TRAINING STATION

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.343	3.727**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.657$		----	3.384**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.273$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING FREQUENCY OF  
TRAINING STATION VISITS

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.560	3.978**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.440$		----	3.418**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.022$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING EVALUATION OF THE TRAINING  
STATION SPONSOR

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.250$	---	0.612	2.015*
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.638$		----	1.403
Sponsors' Average Frequency Rating	$\bar{X}_3 = 2.235$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE CRITERIA FOR  
EVALUATING TRAINING STATIONS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.482$	---	0.315	2.742**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.167$		----	2.427**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.740$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXIV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING COORDINATOR AND SPONSOR'S  
REVIEW OF STUDENT'S PROGRESS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.250$	---	1.029	3.039**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.221$		----	2.010
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.211$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE SPONSOR'S  
TRAINING RESPONSIBILITIES

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.250$	---	1.433	3.229**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 2.817$		----	1.796*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.021$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXVI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE MODIFICATION OF  
THE STUDENT'S TRAINING PLAN

Rank-Ordered Mean Values		(Experts) $\bar{X}_1$	(Coordinators) $\bar{X}_2$	(Sponsors) $\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.500$	---	1.21	3.287**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.290$		----	2.077**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.213$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXVII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING WAYS OF IMPROVING THE  
STUDENT'S WORK PERFORMANCE

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.750$	---	0.054	3.607**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.696$		----	3.553**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.143$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXVIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING WAYS IN WHICH THE SPONSOR  
CAN HELP TRAIN THE STUDENTS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.942	3.755**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.058$		----	2.813*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.245$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXIX

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE MATCHING OF STUDENTS'  
GOALS WITH TRAINING STATIONS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.309	3.568**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.691$		----	3.259*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.432$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXX

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE SPONSOR'S HELP IN  
PROMOTING THE DE PROGRAM

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.500$	---	-0-	2.883**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.500$		----	2.883**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.617$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE DISTRIBUTION OF THE  
MEMORANDUM OF TRAINING PLAN

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 5.000$	---	0.906	3.765**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.094$		----	2.859**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.235$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE ASSIGNMENT OF STUDENTS  
TO TRAINING STATIONS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.500$	---	1.146	3.408**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 3.354$		----	2.262*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.092$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING EXPLANATION OF THE PERSONAL  
RATING CHART TO SPONSORS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 5.000$	---	0.761	3.977**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.239$		----	3.216**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.023$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXIV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE COMPLETION OF THE  
PERSONAL RATING CHART

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 5.000$	---	0.152	3.983**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.848$		----	3.831**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.017$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level



TABLE XXXV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE DISTRIBUTION AND  
COLLECTION OF STUDENT EVALUATIONS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 5.000$	---	1.074	3.894**
Coordinators' Average Frequency Rating $\bar{X}_2 = 3.926$		----	2.820*
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.106$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXVI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING SPONSORS' SUGGESTIONS  
FOR TEACHING DE STUDENTS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_2$	$\bar{X}_1$	$\bar{X}_3$
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.343$	---	0.093	3.208**
Experts' Average Frequency Rating $\bar{X}_1 = 4.250$		----	3.115**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.135$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXVII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING RECOGNITION AND  
REINFORCEMENT OF SPONSORS' EFFORTS

Rank-Ordered Mean Values		(Experts) (Coordinators) (Sponsors)		
		$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating	$\bar{X}_1 = 4.250$	---	0.100	3.147**
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.150$		----	3.047**
Sponsors' Average Frequency Rating	$\bar{X}_3 = 1.103$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXVIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE EVALUATIONS OF STUDENTS'  
ATTITUDES TOWARD THEIR JOBS

Rank-Ordered Mean Values		(Coordinators) (Experts) (Sponsors)		
		$\bar{X}_2$	$\bar{X}_1$	$\bar{X}_3$
Coordinators' Average Frequency Rating	$\bar{X}_2 = 4.618$	---	0.118	2.248*
Experts' Average Frequency Rating	$\bar{X}_1 = 4.500$		----	2.130*
Sponsors' Average Frequency Rating	$\bar{X}_3 = 2.370$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XXXIX

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING RECORDS OF THE VISITS  
MADE TO TRAINING STATIONS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 4.750$	---	0.838	3.039**
Coordinators' Average Frequency Rating $\bar{X}_2 = 3.912$		----	2.201**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.711$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XL

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE INTEGRITY OF  
THE SPONSORING BUSINESSES

Rank-Ordered Mean Values	(Coordinators) (Experts) (Sponsors)		
	$\bar{X}_2$	$\bar{X}_1$	$\bar{X}_3$
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.716$	---	0.466	3.685**
Experts' Average Frequency Rating $\bar{X}_1 = 4.250$		----	3.219**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.031$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XLI

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING HELPING STUDENTS REALIZE  
THEIR OCCUPATIONAL GOALS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 4.750$	---	0.220	2.947**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.530$		----	2.727**
Sponsors' Average Frequency Rating $\bar{X}_3 = 1.803$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XLII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE ORIENTATION OF  
TRAINING STATION SPONSORS

Rank-Ordered Mean Values	(Coordinators) (Experts) (Sponsors)		
	$\bar{X}_2$	$\bar{X}_1$	$\bar{X}_3$
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.220$	---	0.470	2.219**
Experts' Average Frequency Rating $\bar{X}_1 = 3.750$		----	1.749
Sponsors' Average Frequency Rating $\bar{X}_3 = 2.001$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XLIII

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING WAYS OF UTILIZING THE  
SPONSORS' EXPERTISE AND EQUIPMENT

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 =$	---		
Coordinators' Average Frequency Rating $\bar{X}_2 =$		----	
Sponsors' Average Frequency Rating $\bar{X}_3 =$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

TABLE XLIV

PAIR-WISE COMPARISONS OF THE THREE GROUPS' FREQUENCY  
RATINGS CONCERNING THE WORKING RELATIONSHIP  
BETWEEN BUSINESSES AND SCHOOLS

Rank-Ordered Mean Values	(Experts) (Coordinators) (Sponsors)		
	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
Experts' Average Frequency Rating $\bar{X}_1 = 5.000$	---	0.152	4.088**
Coordinators' Average Frequency Rating $\bar{X}_2 = 4.848$		----	3.936**
Sponsors' Average Frequency Rating $\bar{X}_3 = 0.912$			----

\*\*Significant beyond the .01 level

\*Significant beyond the .05 level

VITA

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